

UNITED NATIONS EDUCATIONAL SCIENTIFIC AND  
CULTURAL ORGANISATION  
INTERNATIONAL BUREAU OF EDUCATION — PUBLICATION No. 149

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XVI<sup>th</sup> INTERNATIONAL CONFERENCE  
ON PUBLIC EDUCATION  
CONVENED BY UNESCO AND THE I. B. E.

GENEVA 1953

# PRIMARY TEACHER TRAINING

SECOND PART

FROM INFORMATION SUPPLIED  
BY THE MINISTRIES OF EDUCATION

Brazil, Cambodia, Egypt, Ethiopia,  
German Federal Republic, Guatemala,  
Iceland, Indonesia, Israel, Japan, Jordan,  
Laos, Monaco, Spain, United Kingdom,  
(Northern Ireland), Vietnam

UNESCO  
AVENUE KLÉBER 19  
PARIS

INTERNATIONAL  
BUREAU OF EDUCATION  
GENEVA



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Acc. No.	339

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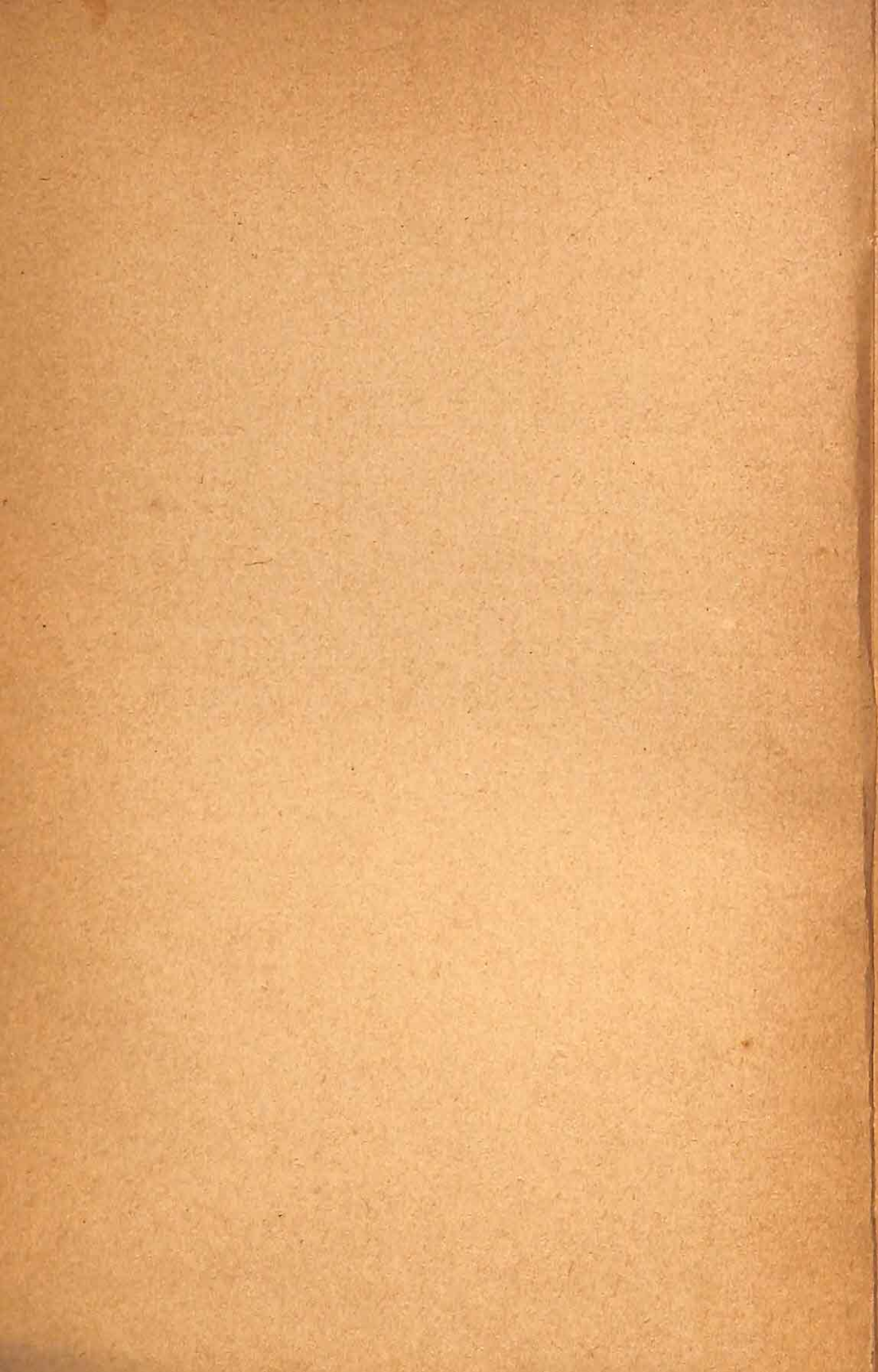


## INTRODUCTION

In accordance with a decision of the Unesco-I.B.E. Joint Committee the International Bureau of Education undertook in 1950 to bring up-to-date and re-publish the inquiry it made in 1935 on primary teacher training. The revised volume contained reports on fifty-one countries. Since its publication further reports have been received, and they are presented in this supplementary volume, bringing the total number of countries covered to sixty-six. The question of primary teacher training is an item on the agenda of the XVIth International Conference on Public Education, and the revised volume and this supplement will serve as basis of discussion.

We are deeply grateful to the Ministries of Education who have replied to the International Bureau of Education questionnaire, and to all those members of the I.B.E. staff who have assisted with the publication of the replies.

Madeleine PAGANO  
*Research Division*  
*International Bureau of Education*





## QUESTIONNAIRE ADDRESSED TO THE MINISTRIES OF EDUCATION

1. a) Are the courses of training for elementary school teachers the same for both men and women ?  
b) Are they the same for teachers of all types and grades of elementary schools<sup>1</sup> (urban or rural, elementary, higher elementary or senior, etc.) ?
2. In what type of institution (normal school, educational academy, teachers' training college, university, etc.) are elementary teachers trained ?<sup>2</sup>
3. What are the conditions of admission to these institutions ?
  - I. a) Minimum age for admission.  
b) Previous studies required (in what type of school and for how long ?)  
c) Entrance examinations.  
d) Special conditions (health, musical aptitudes, etc.).
  - II. e) Are the studies gratuitous or not ?  
f) Are State or private scholarships available ?
4. a) How long does the required course for candidates to elementary teaching last ?  
b) What is the plan of studies for the training of these candidates ? (Kindly indicate on a time-table the subjects allotted to each year and the number of hours of instruction).
5. Kindly describe in detail by what method the following is given :
  - a) Pedagogical preparation (history of education, method, experimental education, etc.).
  - b) Psychological preparation (general psychology, experimental psychology, child psychology, adolescent psychology, etc.).
  - c) Practical preparation (student teachership year or other probationary period in an elementary school, lessons given under the direction of an experienced teacher).
  - d) Social preparation.

<sup>1</sup> In many countries "elementary." and "primary" are synonymous. In others, there are elementary schools and primary schools which differ as to curriculum and length of studies. In this case, kindly take both into account in replying to the questionnaire.

<sup>2</sup> If teachers can be trained in different types of institutions, kindly take all these types into account in replying to the questionnaire.

6. a) What examinations must the candidates take during their course of studies?  
b) What is the nature of the final examination? (Kindly give details.)
7. What diplomas or degrees are required of elementary school teachers?
8. What is the procedure followed for the appointment (a. temporary, b. permanent) of men and women elementary school teachers (probationary period, examination of teaching ability, competitive examination, etc.)?
9. What means are employed for the improvement of men and women elementary school teachers already in employment (lectures, model lessons, refresher courses, tours abroad, etc.)?
10. Have you any other observations to make (characteristic traits, etc.)?



## BRAZIL

From the reply sent by the Ministry of Education and Health

### INTRODUCTORY

The primary teacher training courses in Brazil are the same for men and women, being differentiated only on the basis of the type of establishment in which they are given.

Such establishments are of three kinds :

- (a) the regional normal school, constituting the first stage of teacher training and catering for rural primary teachers ;
- (b) the normal school proper, constituting the second stage of teacher training and catering for primary teachers (*professôres primarios*) ;
- (c) the institute of education with specialist and school administration courses.

### CONDITIONS OF ADMISSION

The minimum age of admission to the regional normal school is thirteen years, and candidates must have completed their primary education. The minimum and maximum ages of admission to the normal school proper are fifteen and twenty-five respectively, and candidates are required to have attended the regional normal school or the grammar school (four-years).

The institute of education admits young primary teachers who have completed the second stage of teacher training and have taught for a minimum of two years (if they wish to take a specialist course) or three years (if they wish to take the school administration course).

In accordance with article 20 of the teacher training act (*Lei orgânica do ensino normal, Decreto-lei No. 8530 de 2 de janeiro de 1946*), all candidates for admission to any type of teacher training must also (a) have Brazilian nationality, (b) be of good health physically and mentally, (c) be free of any physical or other defect likely to prove prejudicial to the satisfactory fulfilment of teaching duties, (d) be of good social disposition, and (e) pass an entrance examination.

### FEES, SCHOLARSHIPS

The public teacher training establishments are free and the private ones charge fees. In accordance with article 50 of the teacher training act, the public authorities do all in their power to facilitate attendance of teacher training courses and, in areas where the shortage of teachers is acute, to institute scholarships. Part of that article states as follows :



"A condition of award of the scholarships is that the beneficiary agrees to teach in the area concerned for a minimum of five years."

### CURRICULA

The first stage of teacher training, catering for rural primary teachers, lasts four years. The curriculum is as follows :

*First year.* Portuguese, general geography, natural science, drawing and handwriting, choral singing, handwork and domestic economy, physical education.

*Second year.* Portuguese, mathematics, geography of Brazil, natural science, drawing and handwriting, handwork and local professions, physical education.

*Third year.* Portuguese, mathematics, general history, elementary human anatomy and physiology, drawing, choral singing, handwork and local professions, physical education, hobbies and games.

*Fourth year.* Portuguese, history of Brazil, elementary hygiene, psychology and education, theory and practice of teaching, drawing, choral singing, physical education, hobbies and games.

The handwork syllabus is arranged so as to give pupils a knowledge of regional economic activities and the way in which they are organised and conducted.

Pupils in a school situated in a settlement zone are also given some knowledge of the settlers' language, customs and traditions.

The second stage of teacher training, catering for primary teachers, lasts three years (two years if made intensive). The curriculum is as follows :

*First year.* Portuguese, mathematics, physics and chemistry, human anatomy and physiology, music and singing, drawing and applied arts, physical education, hobbies and games.

*Second year.* Biology (in relation to education), educational psychology, hygiene and health, method of primary teaching, drawing and applied arts, music and singing, physical education, hobbies and games.

*Third year.* Educational psychology, educational sociology, history and philosophy of education, hygiene and child care, method of primary teaching, drawing and applied arts, music and singing, teaching practice, physical education, hobbies and games.

The maximum number of class hours a week at both stages of teacher training is twenty-eight.

At the institutes of education, each head arranges the courses in accordance with the statutes of his institute.

The specialist courses at these institutes cover pre-school education, continuation class method, supplementary primary school method, method of drawing and applied arts, and method of music and singing.

The administration courses at the institutes of education are intended for the training of headmasters, inspectors, educational advisers, and staff responsible for statistics, and computation of school efficiency.



### PROFESSIONAL TRAINING

Primary teachers' pedagogical training is given through the courses on the history and philosophy of education, and the specialist courses of the institutes of education.

Their training in psychology is catered for by the courses on educational and child psychology, and, in schools with the necessary funds, by work in psychological clinics.

As already noted, the teacher training curriculum includes courses on the theory and practice of teaching. In accordance with article 47 of the teacher training act, "primary schools for demonstration and teaching practice must be attached to all teacher training establishments".

The curriculum of the normal schools proper includes courses on sociology (educational sociology, social bases of the educational system), and activities of a social kind are recommended by the teacher training act. Article 29 of this act states: "Teacher training establishments should encourage the pupils to engage in supplementary activities such as the establishment and maintenance of voluntary extra-scholastic institutions favouring the growth of sociability and cooperation. Institutions whose object is to arouse the pupils' interest in national problems should be given special attention."

### EXAMINATIONS, CERTIFICATES

The progress made by teachers-in-training is assessed through monthly examinations. The average of the marks they obtain at these examinations constitutes their assessment for the year.

An oral and practical examination is held in all teacher training establishments during the first fortnight of June each year.

The final examination covers a written test and an oral or practical test. In calculating a pupil's final average mark, account is taken of his annual averages for the monthly examinations and his results in the yearly examinations.

A pupil who has missed 25% of the courses and exercises or supplementary compulsory work, is not allowed to sit for the final examination.

According to region, primary teachers are required to hold the certificate of rural teacher (*regente*) or that of primary teacher (*professor primario*). Uncertificated primary teachers are appointed in certain states where there is a shortage of teaching staff.

### APPOINTMENT

Primary teachers are generally appointed in the first instance on probation for a period varying in length from one state to another, and then permanently.

### FURTHER TRAINING

Primary teachers wishing to secure further training are usually offered vacation courses and scholarships. Through the intermediary of



the national institute of educational studies, the federal government grants a number of scholarships for primary teachers, headmasters, inspectors and administrators.

#### MISCELLANEOUS

Primary education and teacher training are decentralized, and the latter may thus vary somewhat from one state to another. The teacher training act is applied with a certain elasticity, so that the particular needs of each region may be met.



## CAMBODIA

From the reply sent by the Ministry of Education

### INTRODUCTORY

From the point of view of the teacher training courses required, no distinction is made in Cambodia on the grounds of sex or of the intention to teach in a rural or an urban primary school. A distinction is made, however, between teachers-in-training destined for schools giving the Franco-Cambodian type of education, and those destined for the pagoda schools, which give elementary Khmer education and are conducted by bonzes. Certain reforms were introduced recently into the latter schools.

The Franco-Cambodian type of primary education extends through six years, and is divided into two stages : an elementary stage comprising the first three years (infant class, preparatory class, and elementary class), and a complementary stage (middle classes I and II, and a senior class).

Teachers for the elementary stage are trained through an intensive teacher training course, and those for the complementary stage at the normal school.

Teachers for the pagoda schools giving elementary Khmer education are trained in the teaching practice schools conducted by the bonzes.

### CONDITIONS OF ADMISSION

Admission to the normal school is made on a competitive basis. Candidates must be not less than fourteen years old, and must possess the primary school leaving certificate. The first four years of the six-year course coincide with the first stage of the secondary modern course and lead up to the same diploma. Pupils who do not succeed in getting this diploma are nevertheless admitted into the final year of the course, devoted to professional training, if their annual average mark is satisfactory. Pupils undergo medical examination at the beginning and at the end of the normal school course.

Admission to the intensive teacher training course is also made on a competitive basis. Candidates must be not less than sixteen years old, and must possess the primary school leaving certificate. Pupils undergo medical examination at the beginning and the end of the course. Persons failing to secure admission to the normal school are eligible as candidates for the intensive course, as are also defrocked primary teacher-bonzes and graduates of the Pali high school.

Candidates for admission to the teaching practice schools conducted by the bonzes are required to possess an adequate but otherwise unspecified education. They are recruited by the provincial primary inspector in



consultation with the heads of the Buddhist communities. Frequently they hold no more than the elementary Khmer education leaving certificate. Such a certificate represents three years of schooling, and the written examination for it is in Cambodian. Other candidates may have completed the 4th, 5th, or even the 6th primary year, but in any case have not obtained the primary school leaving certificate.

### FEES, SCHOLARSHIPS

All types of primary teacher training are free. All pupils at the normal school have State scholarships, and in addition receive during the last year of the course, devoted to professional training, an allowance varying in amount according to whether they have or have not obtained the leaving certificate of the first stage of secondary education.

### CURRICULA

The normal school course lasts five years. As noted above, the first four years coincide with the first stage of the secondary school and have the same curriculum.

In the last year, devoted to professional training, the curriculum is as follows:

#### WEEKLY TIME-TABLE

Subject	No. of Hours
Psychology . . . . .	3
Theory of Teaching . . . . .	3
Teaching Practice . . . . .	7
Supplementary French Culture . . . . .	4
Khmer History and Culture . . . . .	2
Professional Ethics . . . . .	1
Physical Education . . . . .	3
Singing and Sol-fa . . . . .	1
Agriculture . . . . .	2
Drawing . . . . .	1
Total . . . . .	<u>27</u>

The intensive teacher training course is held during the vacations. The weekly time-table comprises twenty-seven lessons a week, twelve of which are devoted to elementary teaching practice and fifteen to instruction in the subjects taught in the primary school.

The teaching practice schools conducted by the bonzes are open only in the afternoon, as the pupils are engaged in the morning in procuring their food. The training given in these schools is necessarily of a not very advanced nature, and in fact consists mainly of teaching the teachers-in-training to give a reasonable lesson and to make use of the textbooks available. The curriculum is mainly a matter of imparting notions of how to teach the subjects of the elementary stage. As a rule a lesson on theory is followed by a lesson given by the teacher and then by the pupil. The lesson given by the pupil is subsequently discussed and criticised by the group.



## PROFESSIONAL TRAINING

The professional side of primary teacher training can, of course, be covered adequately only at the normal school.

Every endeavour is made to prevent the pedagogical training from becoming abstract. It includes instruction in both educational theory and teaching method. The history of education is not dealt with systematically. Teaching methods are examined in detail.

As to psychological training, it should be remembered that the pupils have never taken philosophy. The course consists of elementary general and child psychology, and exercises in connection with the experimental psychology of Binet, Vianney and Simon.

Demonstration classes are attached to the normal school for the purposes of teaching practice. The teachers-in-training are introduced gradually to the art of giving a lesson. They first listen to lessons given by the class teacher before giving a lesson themselves. Such activities take up three hours a week in the first term and seven hours in the second. In the third term the teachers-in-training are sent out on detachment to the various primary schools of the capital.

Social training is given through the course in professional ethics dealing with the teacher's duties towards the authorities and his pupils, and his relations with the parents of his pupils. It is planned to expand the course by introducing elementary instruction on mutual aid and the cooperatives. It will also be necessary for teachers-in-training to become aware of the contribution primary teachers can make to the welfare of the community, especially in collaboration with the public hygiene and health services.

## EXAMINATIONS, CERTIFICATES

Before becoming certificated, teachers-in-training have to pass an examination bearing mainly on teaching ability. They may thus obtain :

(a) the *diplôme d'aptitudes pédagogiques*, if they hold the baccalaureate certificate (as a small number of primary teachers do, being called in consequence primary education *professeurs*) ;

(b) the *brevet d'aptitudes pédagogiques*, if they are graduates of the normal school ;

(c) the *certificat d'aptitudes pédagogiques*, if they are auxiliary teachers trained through the intensive course ; this certificate is also held by the bonzes and the instructors (Khmer *certificat d'aptitudes pédagogiques*, with no French paper).

The examination for the above certificates covers :

(a) composition in French on some aspect of educational psychology or general teaching theory ;

(b) practical tests lasting three hours ; the candidates must give lessons, of which one is a French lesson and one a physical education period, in a school notified to them twenty-four hours in advance and which they are free to visit in advance ;



(c) oral questioning on questions of teaching theory, school discipline, etc.

#### APPOINTMENT

Teachers-in-training who hold the baccalaureate certificate are appointed student teachers at the conclusion of their year of professional training. Normal school pupils without diplomas may also be appointed student teachers, but only within the framework of auxiliary teachers.

Teachers trained through the intensive course are appointed as auxiliary teachers on a daily basis, and then appointed as student teachers after one year of satisfactory service.

Teachers are permanently appointed (certificated) only after having obtained the above mentioned *diplôme*, *brevet*, or *certificat d'aptitudes pédagogiques*.

The procedure is precisely the same for men as for women teachers.

#### FURTHER TRAINING

All primary teachers are required to attend the regional educational conferences organised from time to time by the primary inspectors. The inspectors also organise, at communal level, model lessons given by experienced teachers.

Special further training courses are organised each year for the auxiliary teachers and the instructors. Attendance is compulsory.

#### MISCELLANEOUS

A large proportion (73.5%) of the lay primary teaching staff is composed of auxiliary teachers. Most of the latter have been trained through the intensive teacher training course, but some of them at least have attended the normal school and, while not holding a diploma, have had four years' secondary education and a year of professional training. It is, of course, unjust that teachers with such different kinds of training should be on the same level, and that they are tends to encourage young persons intending to become teachers to attend the intensive teacher training course rather than the normal school. To remedy this a kind of selective admission has been established, but it has not proved very effective, and the Ministry of Education plans gradually to suppress the category of auxiliary teachers. With a view to filling the shortages that will arise as a result of this measure, the possibility is being considered of giving a teacher training bias to the whole curriculum of the normal school and not merely, as at present, to the last year of the course. The establishment of three or four normal schools in the provinces is also under consideration, which would cater for pupils at the secondary school and the six national colleges who do not wish to take their secondary studies as far as the baccalaureate.

It follows from the above statements that primary teachers in Cambodia are classified in three categories: primary education *professeurs* (holders of the baccalaureate certificate), primary teachers (graduates of normal schools), and instructors (holders of the primary school certificate).



## EGYPT

From the reply sent by the Ministry of Education

### INTRODUCTORY

Beginning with the school year 1952-1953 primary teacher training in Egypt has been the same for both sexes, except for certain subjects which are considered suitable only for women and are given as additions to the time-table.

Primary teacher training is given in three types of establishment :

(a) primary normal schools (including two rural normal schools established a few years ago) for training teachers for the junior classes (children from six to ten years old) ;

(b) special normal schools for training teachers for the second stage of primary education (children from ten to fourteen years old) ;

(c) institutes of education for completing the training of primary and secondary teachers.

### CONDITIONS OF ADMISSION

Candidates for admission to the primary normal schools must be not less than thirteen years old, and must have obtained the primary school leaving certificate and be in good health. There is no entrance examination.

Candidates for admission to the special normal schools must be not less than sixteen years old, and must have obtained the secondary (general section) school leaving certificate and be in good health. There is no entrance examination as such, but there is an interview in the course of which a candidate's abilities are assessed and on the basis of which his admission is recommended or not recommended.

### FEES, SCHOLARSHIPS

Primary teacher training at the normal schools is free.  
There are no scholarships.

### CURRICULA

The course is a five-year one in the primary normal schools (urban and rural), and a three-year one in the special normal schools.

The following is the draft curriculum proposed for the primary rural normal schools :



## DRAFT WEEKLY TIME-TABLE

Subject	Hours per Week				
	1st year	2nd year	3rd year	4th year	5th year
Koran and Religion. . . . .	3	3	3	3	3
Arabic and Handwriting. . . . .	8	8	8	8	8
Foreign Language . . . . .	4	4	4	4	4
Mathematics. . . . .	4	4	4	3	4
Hygiene. . . . .	1	1	1	—	—
Science . . . . .	3	3	3	3	4
History and Geography . . . . .	3	3	3	3	3
Civics. . . . .	—	—	1	1	—
Projects. . . . .	4	4	—	—	—
Study of Rural Surroundings. . . . .	—	—	3	2	1
Theoretical and Practical Agriculture . . . . .	2	2	2	2	2
Agricultural Trades. . . . .	1	1	1	1	—
Arts . . . . .	4	4	4	2	2
Principles of Psychology and Education . . . . .	—	—	1	3	4
Teaching Practice . . . . .	—	—	—	4	4
	38	38	38	38	38

(Music and Singing—two sessions each year)

The three-year curriculum of the special normal schools is as follows :

## WEEKLY TIME-TABLE

## Preparatory Year

Subject	Section	
	Arts	Science
Arabic . . . . .	5	5
Foreign Language . . . . .	9	4
History, Geography, Civics . . . . .	7	—
Mathematics. . . . .	—	6
Science . . . . .	—	6
Arts . . . . .	3	3
Hygiene. . . . .	1	1
Principles of Philosophy, Psychology and Education . . . . .	3	3
Individual Work and Social Questions. . . . .	2	2
Physical Education . . . . .	2	2
	Total	
	32	32

## First Year

Arabic . . . . .	4	3
Foreign Language . . . . .	8	3
History and Geography . . . . .	6	—
Mathematics and Science . . . . .	—	12
Arts . . . . .	2	2
Principles of Pedagogy . . . . .	2	2
Psychology . . . . .	2	2
Teaching Methods . . . . .	3	3
School Hygiene . . . . .	1	1
Teaching Practice . . . . .	4	4
Physical Education . . . . .	2	2
	Total	
	34	34



*Second Year*

Subject	Section	
	Arts	Science and Mathematics
Principles of Psychology and Education . . . . .	3	3
School and Public Hygiene . . . . .	1	1
Theoretical Pedagogy . . . . .	4*	4*
Method (Science and Mathematics) . . . . .	—	2
Method (Geography and History). . . . .	1	—
Method (English). . . . .	1	—
Arabic . . . . .	3	3
English . . . . .	10	2
Mathematics. . . . .	—	6
Science . . . . .	—	6
History . . . . .	2	—
Geography. . . . .	2	—
Civic and Social Education . . . . .	1	1
Physical Education . . . . .	2	2
Total	30	30

\* Plus three weeks' teaching practice in a school.



## ETHIOPIA

From the reply sent by the Ministry of Education and Fine Arts

### INTRODUCTORY

Up to the present, only male students in Ethiopia have received formal training to become primary school teachers. The training is the same for all primary schools, but different grades of certificates are issued—as explained below—corresponding to the previous standard of education reached by the candidates.

Teachers are trained either in the teacher training school or in special classes in secondary schools.

### CONDITIONS OF ADMISSION

Before being accepted for training, pupils must be at least fifteen years of age. Preference is given to those who have passed the matriculation examination, but less advanced pupils are also accepted; classes are arranged in accordance with preliminary education.

Candidates must pass an entrance examination to determine their aptitude for teaching.

They must also be in good health and free from defects of sight and hearing.

### CURRICULA

Teacher training courses last for two years.

#### WEEKLY TIME-TABLE

Subject	Hours per Week
Amharic (including teaching method) . . . . .	4
English (including teaching method) . . . . .	5
Mathematics (including teaching method) . . . . .	4
Science and Health (including teaching method) . . . . .	4
Social Studies (including teaching method) . . . . .	2
Art and Music (including teaching method) . . . . .	2
Professional Ethics . . . . .	1
Physical Education (teaching method) . . . . .	2
Library Science . . . . .	2
Elementary Educational Psychology . . . . .	2
History of Education . . . . .	2
Practical Teaching . . . . .	4
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In the final year matriculation students have 2 hours instruction in the principles of education and 2 hours in tests and measurements in lieu of art, music, professional ethics and library science.

#### FEES, SCHOLARSHIPS

All tuition is free, and no charges are made for board and lodging, or for books and medical care.

There are no scholarships awarded either privately or by the State.

#### EXAMINATIONS, CERTIFICATES

Four different types of certificates are issued on completion of training, as follows :

*First Class*: for those having completed matriculation and 2 years in the teacher training school.

*Second Class*: for those having completed 2 years of secondary school and 2 years in the teacher training school.

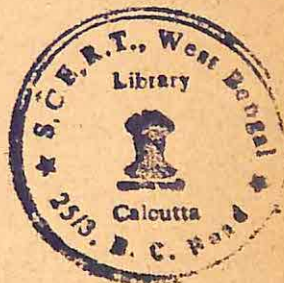
*Third Class*: for those having completed primary school and 2 years in the teacher training school.

*Fourth Class*: for those who started to teach before completing primary school. (This was an emergency measure to fill the demand for teachers as a great gap was created by the Italian invasion.) They are required to earn thirty credits during special vacation courses. The possible number of credits available each year is ten.

S.C.E.R.T., West Bengal

Date.....7-2-59.....

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## GERMAN FEDERAL REPUBLIC

From the reply sent by the Standing Conference of Ministries of Education

### INTRODUCTORY

Primary teacher training in the German Federal Republic is the same for both men and women. Persons holding the diploma of *Volkschullehrer* (primary school teacher) may teach in the following schools :

(a) junior primary schools (*Grundschulen*), which have a four-year course in Württemberg-Baden, Bavaria, Hesse, Lower Saxony, North Rhine-Westphalia, Rhineland-Palatinate, and Schleswig-Holstein, and a six-year course in Berlin, Bremen and Hamburg ;

(b) senior primary schools, which exist in all the *Länder* mentioned in (a) except the last three, and which have a four-year course (five-year in Schleswig-Holstein) and cater for those pupils whose compulsory schooling is completed at primary level ;

(c) the three-year practical section which follows the six-year junior primary course in Berlin, Bremen and Hamburg and roughly corresponds to the senior primary course in other *Länder* ; teachers with certain additional qualifications may teacher in the four-year technical sections.

Primary teachers are trained in establishments whose names vary from one *Land* to another. They are called institutes of education (*Pädagogische Institute*) in Württemberg-Baden and Hesse, academies of education (*Pädagogische Akademien*) in North Rhine-Westphalia and Rhineland-Palatinate, education high schools (*Pädagogische Hochschulen*) in Berlin, Bremen, Lower Saxony and Schleswig-Holstein, and education courses (*Pädagogische Lehrgänge*) in Bavaria. In Hamburg, primary teachers receive their professional training at the university.

### CONDITIONS OF ADMISSION

Candidates for primary teacher training must be not less than nineteen years old, and must hold the "maturity" certificate, which is obtained as a rule after thirteen years' schooling. A few secondary schools still exist which offer special training for pupils intending to enter an institute or academy of education, but the trend at the present time is to convert these schools into ordinary secondary schools.

Exceptionally, candidates with unusual teaching ability may be admitted to a primary teacher training course even if they have not obtained the "maturity" certificate, provided they have completed equivalent studies. There is a special entrance examination for such candidates.



In most *Länder* candidates for primary teacher training have to pass an entrance examination which tests mainly their teaching aptitude and human quality. They must show a certain talent for drawing and be able to play a musical instrument, and in some cases also have some skill in games.

Candidates must also pass a medical examination.

### FEES, SCHOLARSHIPS

Primary teacher training is free in Württemberg-Baden, Bavaria, Hesse, Lower Saxony, Berlin and Bremen. Fees are charged in Hamburg, North Rhine-Westphalia, Rhineland-Palatinate, and Schleswig-Holstein.

Gifted students of good conduct who lack the necessary means, receive special facilities and government scholarships. In some *Länder* hostels are attached to the institutes and academies of education, at which most of the students may live cheaply and a limited number of them free.

### CURRICULA

Primary teacher training lasts six semesters in Berlin, Bremen, Hamburg, Hesse and Lower Saxony, and four semesters in Württemberg-Baden, Bavaria, North Rhine-Westphalia, Rhineland-Palatinate, and Schleswig-Holstein.

Curricula vary somewhat from one *Land* to another, but all cover the following groups of compulsory subjects:

(1) subjects concerning the science of education (pedagogy, history of education, psychology, teaching method, school organisation and hygiene);

(2) method of primary subjects;

(3) music, diction, drawing, handwork, needlework, housecraft, physical education;

(4) teaching practice.

### WEEKLY TIME-TABLE

(Heidelberg Institute of Education)

Subject	Hours per Week			
	1st sem.	2nd sem.	3rd sem.	4th sem.
<i>Science of Education:</i>				
Pedagogy . . . . .	2	2	2	2
History of Education . . . . .	2	2	2	2
Psychology . . . . .	3	3	2	2
<i>Music and Games:</i>				
Music . . . . .	3	3	3	3
Instrumental Music . . . . .	1	1	1	1
Art Education . . . . .	1	1	1	1
Games . . . . .	1	1	—	—



Subject	Hours per Week			
	1st sem.	2nd sem.	3rd sem.	4th sem.
<i>Theory and Practice of Teaching:</i>				
Method of Teaching. . . . .	2	2	—	—
Method <sup>1</sup> of:				
Religious Instruction . . . . .	1	1	1	1
German . . . . .	3	3	3	—
Study of Surroundings . . . . .	3	—	—	—
Geography. . . . .	—	3	—	—
History and Civics . . . . .	—	—	—	2
Mathematics. . . . .	—	—	3	—
Biology . . . . .	3	3	—	—
Physics . . . . .	—	—	2	—
School Organisation. . . . .	1	1	—	—
<i>Special Subjects:</i>				
Theology (Protestant or Catholic)	2	2	2	2
Sociology and History . . . . .	2	2	2	2
<i>General Courses:</i>				
General and School Hygiene . . . .	—	—	1	1
Total	30	30	25	19

<sup>1</sup> Including three weeks of teaching practice in urban schools during the 2nd and 4th semesters, and four weeks in rural schools during the summer vacation between the 3rd and 4th semesters.

In addition to taking these compulsory subjects, each pupil may be required to make a specially advanced study of a subject chosen by him, and an elementary study of its scientific method of work.

### PROFESSIONAL TRAINING

As customary in university establishments, pedagogy and psychology are taught through courses and lectures, together with exercises, group work, essays, etc. The teachers giving the courses enjoy the utmost freedom in regard to the arrangement and methods of their courses and the choice of topics, but keep in mind that their students must become familiar during the course of their studies with the various fields of the science of education. Homogeneity of the teaching is ensured through the demands made by the final examination.

The following examples of courses in the programmes of the education high school at Berlin-Lankwitz for the 1952 summer semester (excluding the philosophy, general pedagogy, and method of teaching courses) are typical: comparative education, adult education, workers' education, use in schools of films and broadcasts (group work), modern school building, sociology and law (law in relation to the family, schools, and youth).

In regards to methods, the same programme contains courses on the method of various subjects (reading, mathematics, study of surroundings, and music, for example) as taught in the lower primary classes, method of centres of interest (*Gesamtunterricht*) in particular, and on the method of teaching in vocational and general education. Visits to schools, discussions, and study groups are arranged in connection with these courses.



The same programme includes the following courses for psychological training :

- introduction to psychology ;
- introduction to genetic psychology (from the anthropological point of view) ;
- genetic psychology ;
- modern methods of personality diagnosis ;
- educational psychology (advice and treatment) ;
- education psychology exercises (interviewing subjects) ;
- applied psychology (observation, description and interpretation of human behaviour) ;
- psycho-educational introduction to personality tests ;
- exercises in diagnosis from expression ;
- psychological interviews of a vocational guidance character ;
- theory and technique of group psychology research ;
- school psychology interviewing ;
- exercises in anthropological psychology ;
- exercises in sensorial psychology ;
- exercises in psychology as applied to various school subjects ;
- psychological observation of school behaviour ;
- discussions on the literature of modern psychology.

All teacher training establishments attach great importance to the various forms of practical training. Students attend lessons given in the local primary schools or the demonstration schools established for the purpose, give lessons themselves under the guidance of experienced class teachers, and assume for certain periods during the semester or the holidays the full responsibilities of a certificated teacher.

In regard to their social training, the students have, in addition to the courses in sociology and law, practical work during the holidays in various public welfare services, and take part in youth movements and the administration, where they exist, of students' hostels.

#### EXAMINATIONS, CERTIFICATES

Primary teacher training, almost without exceptions, is free of examinations during the course. Candidates for permanent appointment to primary posts have only two examinations to pass. The first takes place at the end of the course (in some establishments with a six-semester course, one part of this examination may be given at the end of the fourth semester), and the second from two to five years later.

The first examination (*erste Lehrerprüfung*) covers written tests (a scientific work to be done at home, and/or work to be done under supervision) and two oral tests, bearing on the compulsory subjects in the curriculum and, if they are compulsory, one of the options. Practical tests, too, are given in some *Länder*.

The object of the first examination is to test candidates' knowledge, and they then begin to teach in a primary school. They receive a salary, but their appointment is a temporary one and can be annulled. They are required to attend official further training courses and the study



groups organised in each district by the inspector or an experienced teacher.

The second examination is essentially practical in nature, and generally takes place at the school to which the young teacher has been temporarily appointed.

A university degree is not required for appointment to a primary post. In Hamburg, persons with a doctorate are exempted part of the first examination.

#### APPOINTMENT

An appointment cannot be made permanent until a teacher has obtained the certificate delivered after his passing the second examination (*zweite Lehrerprüfung*), or, as a rule, before he has reached the age of twenty-seven. Permanent appointments are made either by the *Land* education authorities or by the municipality with the approval of the *Land* authorities.

#### FURTHER TRAINING

Provision is made for the further training of primary teachers through frequent teachers' meetings held in each school and presided over by the headmaster, and study groups organised in each district by the inspector or an experienced teacher.

The education authorities also organise further training courses at federal level comprising lectures and discussions on the main problems of school reform and practical work on the various school subjects.

Often with the support of the education authorities, the primary teachers' associations organise lectures and courses for the further general and professional training of their members, and sometimes arrange for groups of teachers to travel abroad.

#### MISCELLANEOUS

The main characteristics of primary teacher training in the German Federal Republic are as follows: (a) candidates for training are as a rule required to hold the "maturity" certificate; (b) the training course has lost the "schoolish" character it had in the old normal schools, and is now given either at a university or high school in accordance with university traditions, and covers not only professional training proper but also an introduction to scientific work in at least one subject (the option subject); (c) special importance is now attached to training for both the educational and the social duties of primary teachers; (d) the universal tendency is to extend the length of the course to three years.



## GUATEMALA

From the reply sent by the Ministry of Education

### INTRODUCTORY

Primary teacher training in Guatemala is the same for both sexes, but is differentiated on the basis of the type of school in which the pupils intend to teach. The country's teacher training establishments thus comprise urban normal schools, rural normal schools, and an institute for training nursery-infant mistresses.

### CONDITIONS OF ADMISSION

Candidates for admission to a normal school must be not less than thirteen years of age, and must have completed the six years of primary education.

There is an entrance examination only for pupils with a scholarship. Candidates must pass a medical examination.

### FEES, SCHOLARSHIPS

Primary teacher training is free. Scholarships are granted by the government.

### CURRICULA

The normal school curriculum extends over five years. As will be seen from the time-table given below, the specifically professional subjects like teaching theory, psychology, method, and school organisation are taken during the last two years.

### EXAMINATIONS, CERTIFICATES

Pupils sit for examinations during and at the end of each school year. The final examination consists of writing a thesis which the candidate has to defend.

The qualification required of all primary teachers is the normal school diploma. Persons holding this diploma are eligible for immediate appointment to a post.



## WEEKLY TIME-TABLE

Subject	Number of Hours				
	1st year	2nd year	3rd year	4th year	5th year
Mathematics . . . . .	5	5	4	4	—
Linguistic Studies . . . . .	5	5	4	3	—
Guatemalan Arts and Literature. . .	—	—	—	—	5
English . . . . .	3	3	3	—	—
Bookkeeping . . . . .	—	—	—	3	—
History of Central America . . . . .	3	—	—	—	—
History of America . . . . .	—	3	—	—	—
World History . . . . .	—	—	3	—	—
Geography of Central America . . . .	2	—	—	—	—
Geography of America . . . . .	—	2	—	—	—
World Geography . . . . .	—	—	3	—	—
Cosmography and Physical Geography	—	—	—	—	4
Civics . . . . .	—	2	—	—	—
Law and Constitution . . . . .	—	—	3	—	—
Political Economy . . . . .	—	—	—	4	—
Natural Science . . . . .	5	4	—	—	—
Physics and Mechanics . . . . .	—	—	—	4	—
Chemistry and Mineralogy . . . . .	—	—	—	—	4
Biology . . . . .	—	—	4	—	—
First Aid and Child Care . . . . .	—	—	3	—	—
Handwriting . . . . .	2	—	—	—	—
Drawing and Painting . . . . .	2	2	2	—	—
Physical Education . . . . .	2	2	2	2	—
Singing and Music . . . . .	2	2	2	2	—
Industrial Arts . . . . .	2	2	2	2	—
Agriculture (Practical) . . . . .	2	2	—	—	—
Child and Adolescent Psychology . .	—	—	—	5	—
Educational Psychology . . . . .	—	—	—	—	3
Pedagogy and Teaching Method. . .	—	—	—	5	—
Educational Ethics and History . . .	—	—	—	—	5
School Organisation . . . . .	—	—	—	—	3
Children's Literature. . . . .	—	—	—	—	2
Teaching Practice . . . . .	—	—	—	—	2
<i>Method of:</i>					
(a) Languages, Mathematics, Physics. .	—	—	—	—	2
(b) Natural Science, Social Science. .	—	—	—	—	2
(c) Drawing, Painting, Industrial Arts	—	—	—	—	2
(d) Singing and Music . . . . .	—	—	—	—	1
(e) Physical Education . . . . .	—	—	—	—	1
Total	35	34	35	34	36

## FURTHER TRAINING

Serving primary teachers have opportunities for further training through conferences and demonstration lessons organised for the purpose, and through further training courses and travel abroad.



## ICELAND

From the reply sent by the Ministry of Education

### INTRODUCTORY

Teacher training courses in Iceland are the same for both men and women primary teachers. The training is the same for all types of primary schools.

Primary teachers are trained at the normal school.

### CONDITIONS OF ADMISSION

Pupils wishing to be admitted to the normal school must be at least sixteen years of age and must have passed the middle school examination (3 years of study on completion of the 6-year primary school), but they are not obliged to pass an entrance examination.

Candidates suffering from any physical deformity are not admitted.

### FEES, SCHOLARSHIPS

Normal school studies are free. A certain number of scholarships are available, though these are only modest.

### PROFESSIONAL TRAINING

Professional training proper includes courses in the history of education and in teaching methods, etc. Students also receive training in general psychology and experimental psychology.

Practical teaching experience, to which students devote a good deal of their time in the last two years, consists of lessons given under the direction of a teacher.

### CURRICULA

Normal school studies cover four years. There is an additional class for the preparation of university graduates, the weekly time-table for which includes 5 periods of education, 7 of educational theory, 3 of religion, 2 of hygienics, 2 of teaching exercises, 2 of drawing, and 1 of writing.

The school year covers approximately 30 weeks.



## WEEKLY TIME-TABLE

*Normal School*

Subject	Form 1	Form 2	Form 3	Form 4
Icelandic . . . . .	4	5	5	5
Danish . . . . .	4	4	2	—
English . . . . .	4	4	2	—
German . . . . .	3	3	3	—
Mathematics . . . . .	4	4	—	—
Education . . . . .	—	—	2	2
School History . . . . .	—	—	2	—
Educational Theory . . . . .	—	—	4	6
Religion . . . . .	2	2	1	1
History . . . . .	2	2	—	—
History of Iceland . . . . .	—	—	2	2
Natural History . . . . .	4	4	2	—
Physics . . . . .	—	—	—	2
Hygienics . . . . .	—	—	—	2
Geography . . . . .	2	2	—	—
Teaching Exercises (in small groups) . . . . .	—	—	6	8
Drawing . . . . .	2	2	2	2
Handicrafts . . . . .	2	2	2	2
Writing . . . . .	1	1	1	1
Music . . . . .	2	2	2	2
Athletics . . . . .	3	3	3	3
Total	39	40	41	41

## EXAMINATIONS, CERTIFICATES

Spring examinations take place at the end of each school year; the final examination comprises written and oral tests and practical teaching demonstrations.

Primary school teachers must possess the diploma of the normal school.

## APPOINTMENT

The same rules regarding appointment apply to both men and women primary teachers. They are given a temporary assignment for at least one year, after which their appointment may be made permanent. There are no competitive examinations.

## FURTHER TRAINING

Teachers in service have the opportunity of attending refresher courses from time to time, occasional university lectures and frequent tours abroad.



## INDONESIA

From the reply sent by the Ministry of Education

### INTRODUCTORY

In Indonesia, primary teacher training courses are the same for men and women, and for all types and grades of primary school both urban and rural. (The primary school normally covers a six-year period and caters for pupils aged six to eleven or twelve years.)

Primary school teachers are trained in special training schools known as *Sekolah Guru*, of grades B and A respectively.

### CONDITIONS OF ADMISSION

Pupils who have completed the six-year primary school and are at least eleven years old may be admitted to the lower grade training school (*Sekolah Guru B*).

To be admitted to the upper grade (*Sekolah Guru A*), candidates must be at least fourteen years old and have attended the junior secondary school for three years after completing their primary studies. The best pupils of *Sekolah Guru B* are also admitted after three years of studies.

No special entrance examinations are held, apart from a health examination, but candidates must have successfully passed the examinations marking the end of their previous studies.

### FEES, SCHOLARSHIPS

Tuition at the training school may be free, if pupils so desire, as a certain number of scholarships are made available by the government.

### CURRICULA

In the lower grade training school (*Sekolah Guru B*) the course covers four years. Pupils who have attended a junior secondary school for three years may be admitted directly to the fourth year, and they then follow a different curriculum.

Studies in the upper grade (*Sekolah Guru A*) last for three years.

All the subjects figuring in the curriculum are compulsory and of the same value. They are not divided into main subjects, electives and options. Special attention is given to education and Indonesian. In both grades of the training school lecture-hours last for 45 minutes.

Occasionally, talks on topical subjects are given in the free afternoons or evenings by lecturers or other persons not connected with the training school.



## WEEKLY TIME-TABLE

*Lower Grade Training School (SGB)*

Subject	1st Year	2nd Year	3rd Year	4th Year
Education . . . . .	—	—	2	7
Practice Training. . . . .	—	—	—	6
Indonesian . . . . .	5	6	4	3
Local Language . . . . .	4	4	3	3
English . . . . .	4	4	3	3
Mathematics. . . . .	8	7	7	2
Physics . . . . .	2	3	3	1
Nature Studies. . . . .	2	2	3	2
Geography. . . . .	2	2	2	1
History . . . . .	2	2	3	3
Art . . . . .	3	2	2	2
Music . . . . .	2	2	2	2
Handicrafts . . . . .	1	1	1	—
Physical Education . . . . .	3	3	3	3
Total	38	38	38	38
Needlework (optional). . . . .	3	3	3	3
Total	41	41	41	41

The fourth year curriculum for pupils coming from the junior secondary school comprises the following :

Subject	Number of Lessons per Week
Education . . . . .	7
Practice Training. . . . .	6
Indonesian . . . . .	4
Local Language . . . . .	5
English . . . . .	3
Mathematics. . . . .	4
Music . . . . .	3
Physical Education . . . . .	3
Art . . . . .	3
Handicrafts . . . . .	2
Total	40

## WEEKLY TIME-TABLE

*Upper Grade Training School (SGA)*

Subject	1st Year	2nd Year	3rd Year
Education (including Practice Training) . . . . .	3	5	11
Indonesian . . . . .	3	4	4
Local Language . . . . .	2	3	3
English . . . . .	2	3	2
Mathematics. . . . .	4	4	3
Physics (including Chemistry) . . . . .	3	3	2
History (including Civics) . . . . .	4	3	2
Geography (including Economics). . . . .	4	3	3
Nature Studies. . . . .	4	2	2
Art . . . . .	2	2	1
Physical Education . . . . .	3	3	3
Music . . . . .	2	3	1
Handicrafts . . . . .	2	1	1
Religion (no examination) . . . . .	2	2	2
Total	40	41	40



### PROFESSIONAL TRAINING

In the course of their professional training, prospective teachers follow courses in general education, history of education, teaching methods, general psychology and child psychology.

Their practical training consists in giving lessons to various primary school classes under the direction of a training school lecturer, and the headmaster and teachers of the schools in question. There are no special demonstration schools.

Social training such as teachers require for the carrying out of their duties is given in the civics lessons and in connection with the talks by outside lecturers mentioned above.

### EXAMINATIONS, CERTIFICATES

Students of the lower grade training school (SGB) must pass an examination at the end of their third year in Indonesian, mathematics, physics, history, geography, and nature studies.

The same subjects, with the exceptions of Indonesian, must be taken by students of the upper grade (SGA) at the end of their second year.

Both groups of students must sit for a final examination in education (general education, history of education, psychology and teaching methods), practice teaching, Indonesian, local language, English, art, music, handicrafts, and physical education.

Both the SGB and the SGA diploma are officially recognised as requisite qualifications for teaching in primary schools.

### APPOINTMENT

After successfully passing their final examinations and being awarded a diploma, the young teachers are immediately appointed in a temporary capacity. At the end of two years, and on the satisfactory recommendation of the headmaster of the school in which they are teaching and of the district inspector, they may be appointed permanently.

### FURTHER TRAINING

Lectures and foreign tours are organised to enable serving teachers to improve their professional training.

There are also special courses known as *Kursus Lisan Persamaan/SGA* enabling teachers with the SGB diploma who have satisfactorily taught for two years and have been recommended by the headmaster and the district inspector, to obtain diplomas equivalent to the SGA diploma. Such courses consist of twenty lecture-hours a week in the afternoons and evenings over a period of two years.

### MISCELLANEOUS

It is the intention of the Ministry of Education to change all training schools of the SGB type gradually into the SGA type, in accordance with the plan to make education compulsory throughout the country within the next ten years, and at the same time to improve the standard of the education given.



## ISRAEL

From the reply sent by the Ministry of Education and Culture

### INTRODUCTORY

Apart from the courses held by the religious "trends" where men and women attend separate classes but of equal standard, the training courses for primary teachers in Israel are generally mixed.

The courses are usually the same for teachers of all types and grades of primary schools (8-year schools for pupils aged 6 to 13 inclusive); there are, however, a few courses providing special training for persons intending to work in cooperative settlements, and others preparing teachers for the lower classes only.

Generally speaking, prospective teachers are trained in post-secondary teachers' training colleges.

Recently the Hebrew University and the Ministry of Education and Culture have jointly inaugurated a special "School of Education" for primary school teachers with training leading to a B.A. degree.

### CONDITIONS OF ADMISSION

To be admitted to the training college, students wishing to teach in the primary schools must be at least eighteen years old, and must have completed four years of secondary education (i.e. a total of twelve years' schooling); those wishing to teach in kindergartens can be admitted at the age of seventeen years, after three years of secondary school education (i.e. a total of eleven years of schooling).

There are no entrance examinations, but for the students who wish to specialise in certain subjects, such as music or drawing, there are special conditions and an examination in their particular subject.

### FEES, SCHOLARSHIPS

Teachers' training colleges are run by the State. A nominal fee is charged which in some cases is covered by the candidate out of his salary after terminating his training.

### CURRICULA

The training course for primary teachers generally covers two years, that in the School of Education mentioned above, three years.



## WEEKLY TIME-TABLE

*(Training Colleges)*

Subject	1st Year	2nd Year
Bible Study . . . . .	2	2
Talmud <sup>1</sup> . . . . .	2	2
Language including Literature and Essay Writing . .	3	3
Grammar . . . . .	2	—
Geography of Israel. . . . .	2	—
Citizenship . . . . .	—	2
Psychology . . . . .	2	2
History of Education . . . . .	1	2
Philosophy of Education . . . . .	2	2
Teaching Methods (general and in special subjects such as Nature Study, Geography, History, Lower Grades, Bible, Language, etc.) . . . . .	4	3
Practical Training (visits to schools) . . . . .	4	3
Nature Study . . . . .	3	3
Hygiene. . . . .	—	1
Physical Training (including Gymnastics) . . . . .	2	3
Music . . . . .	2	2
Drawing and Painting. . . . .	2	2
Handwork. . . . .	2	2
Extra lessons according to choice (English <sup>2</sup> , Talmud, Nature Study, Geography, Teaching Methods, History, etc.) . . . . .	4	4
Special lessons allocated to each "trend" (Philosophy of Religion, Problems of Society, History of Educa- tion, Organisation of Children's Society) . . . . .	2	2
Choir Singing . . . . .	2	2
Total	43	42

<sup>1</sup> The fundamental code of the Jewish civil and canonical law.

<sup>2</sup> English is taught in both primary and secondary schools. Candidates intending to teach English receive special instruction lessons within the extra lessons scheme.

## WEEKLY TIME-TABLE

*(Kindergarten Teachers)*

Subject	1st Year	2nd Year
Bible Study . . . . .	3	3
Hebrew Language (Grammar, Literature, Composition)	5	3
Pedagogy, Teaching in Kindergartens and History of Education . . . . .	4	6
Pronunciation . . . . .	—	1
Citizenship . . . . .	2	1
Nature Study and Gardening . . . . .	3	3
Psychology . . . . .	2	3
Hygiene. . . . .	—	2
Drawing and Painting. . . . .	2	2
Music . . . . .	3	3
Eurythmics . . . . .	2	2
Gymnastics . . . . .	2	2
Handwork. . . . .	2	2
English . . . . .	3	—
Geography of Israel. . . . .	—	1
Additional lessons according to "trend" requirements	2	2
Total	35	35



## PROFESSIONAL TRAINING

The students' pedagogical training includes history of education, philosophy of education, general teaching methods and the special methods for each subject; their psychological training covers general, educational and child psychology.

During their two years' course training college students have from three to four months' teaching practice in primary schools giving lessons under the direction of an experienced teacher.

Social training receives special attention in the training colleges of the "labour trend".

## EXAMINATIONS, CERTIFICATES

During their studies, all candidates take examinations in the following subjects: essay writing, Hebrew grammar, Bible study, literature, English, pedagogical training, psychology, hygiene, practical work and—for kindergarten teachers—kindergarten education. Their final examinations generally include written tests in all the above-mentioned subjects and, in some cases, oral tests as well.

All primary school teachers must possess the training college certificate, while those graduating from the school of Education will have a B.A. degree as well.

## APPOINTMENT

Teachers are appointed jointly by the Ministry of Education and Culture and the local authorities. The first two years are regarded as a probationary period but no further examinations are necessary.

## FURTHER TRAINING

Lectures, model lessons and refresher courses, conducted by the Ministry, the university and the teachers' association, are organised for the benefit of primary school teachers, but attendance is optional.

## MISCELLANEOUS

Since the establishment of the State, an acute shortage of teachers has been experienced in Israel owing to the increase of population and the enforcement of the newly introduced compulsory education law. The Ministry of Education and Culture was therefore obliged to accept into its services some 5,000 not fully qualified teachers (a third of the total number of teachers) who lack knowledge of either educational subjects or Hebrew and Jewish subjects.

A large number of emergency courses in which teachers are trained for five or six months have been established during the past four years. All unqualified teachers, including graduates of the emergency courses have to pass special examinations on subjects decided upon by the Ministry of Education and Culture. These examinations are of the same standard as those of the teachers' training colleges.

Until they successfully pass the required examinations, the salary of unqualified teachers is inferior to that of qualified ones.



## JAPAN

From the reply sent by the Ministry of Education

### INTRODUCTORY

The teacher training courses for all types of public and private primary schools in Japan are the same for both men and women.

Teachers are trained in four different types of institutions : (a) teacher training colleges (4-year course and 2-year course) ; (b) faculties in general universities which have primary teacher training courses (4-year course) ; (c) departments in general junior colleges which have primary teacher training courses (2-year course) ; (d) primary teacher training institutions designated by the Ministry of Education (1-year course).

### CONDITIONS OF ADMISSION

Since the introduction of the recent educational reform, all teacher training courses are of a post-secondary level ; the minimum age of admission is in consequence eighteen years. To be admitted to any of the institutions mentioned above, candidates must be graduates (or the equivalent) of an upper secondary school (senior high).

Each institution organises its own entrance examination. Special care is taken to exclude those candidates suffering from troubles of the respiratory organs, since teachers are in daily contact with their pupils.

### FEES, SCHOLARSHIPS

Fees are charged in the teacher training courses similar to those in the general colleges. The State-owned Japan Scholarship Association and other private bodies offer scholarships. Apart from the scholarships granted to students in general, the Japan Scholarship Association has set up a system of special educational scholarships for students preparing to be teachers. About sixty per cent of such students avail themselves of this system and have borrowed from the association the necessary funds to cover their expenses.

### CURRICULA

As indicated above, teacher training courses may last for one, two, or four years. The colleges draw up their own study plans in accordance with the standard stipulated in the Educational Personnel Certification Law, but all include general culture studies, teaching methods for the various school subjects, and professional training.



## PROFESSIONAL TRAINING

The pedagogical subjects offered by the colleges, from which students are allowed to select the required number of units, are as follows : principles of education (four credits compulsory), educational curriculum, methodology, courses of study, student personnel service, educational philosophy, history of education, educational evaluation, educational statistics, school administration, school hygiene, education laws.

Psychological studies include general psychology, educational and child psychology (four credits compulsory), adolescent psychology, growth and development, subject area psychology.

Practical training, including observation of, and participation in, lessons as well as teaching practice, occupies at least 180 hours.

Sociology, educational sociology, and social education are also given as part of the teacher training course.

## EXAMINATIONS, CERTIFICATES

To be awarded a primary teacher's certificate, candidates must obtain the requisite minimum of credits in the three different groups of subjects during the college course. This minimum varies according to the type of certificate desired, as shown below :

Type of Certificate	Basic Qualifications	General Culture	School Subjects	Professional Training
1st Class regular certificate	" <i>Gakushi</i> " (liberal arts) degree . . . . .	36	24	25
2nd Class regular certificate	Minimum of 2 years at university and 62 credits	18	12	20
Temporary certificate	Minimum of 1 year at university and 31 credits	15		15

In addition to the above-mentioned certificates, there is also an emergency certificate for assistant-teachers.

The final examination for students of the teacher training course does not differ from those for students of general universities.

## APPOINTMENT

In appointing teachers to primary schools no discrimination is made between men and women ; selection is made rather on the basis of certificates held. In the case of public schools, the decision rests with the Board of Education.

## FURTHER TRAINING

Teachers already in service have opportunities for further training through university extension courses, extramural in-service training courses, certification authorization courses, and by correspondence for certification authorization.



## JORDAN

From the reply sent by the Ministry of Education

### INTRODUCTORY

In Jordan, primary teacher training courses are not the same for men as for women. They differ in the variety of electives in the curriculum of basic studies as well as in the interests followed by men and women to suit the needs of the community. In the rural areas, the training courses require a good deal of practical experience with a general scientific background.

There are two teacher training colleges, both under the control of the Ministry of Education, one in Amman-Jordan for men, and the other in Ramallah-Jordan for women.

A one-year emergency teacher training course was also opened last year by U.N.R.W.A. (United Nations Relief and Works Agency). The course is attached to the Tulkarm Agricultural School but is supervised by the Ministry of Education.

### CONDITIONS OF ADMISSION

The minimum age for admission to the two training colleges is seventeen years. Candidates must have completed a full four years' secondary school course and passed the Jordan Matriculation Examination or its equivalent, such as the General Certificate Examination.

There are no special entrance examinations; admission depends on the secondary school reports and on the recommendation of the headmaster or headmistress of the school previously attended, certifying the students' aptitude for teaching, and moral fitness.

A selection committee interviews suitable candidates, taking into account their mental, social and athletic abilities.

Successful candidates have also to undergo a medical examination.

### FEES, SCHOLARSHIPS

Students in the men's and the women's training colleges are regarded as State scholarship holders, and they therefore receive free stationery, books, board and lodging. They are, however, asked to pay a small tuition fee of 9 Jordan dinars a year, but about 40% of them are exempted from this payment on grounds of merit and inability to pay.

### CURRICULA

Studies in the men's and the women's training colleges cover a period of two years; those at the Tulkarm Agricultural School last for one year.



Below is the scheme of work in force at the women's training college in Ramallah.

WEEKLY TIME-TABLE  
(Hour Periods = 50 minutes)

Subject	1st Year		2nd Year	
	1st half	2nd half	1st half	2nd half
Religion (Islamic Culture) . . . . .	2	2	2	2
Arabic . . . . .	4	4	4	4
Social Studies . . . . .	3	3	3	3
Science . . . . .	3	3	—	—
Domestic Science, Home Management and Child Care. . . . .	—	—	3	3
Community Health including School Health, etc. . . . .	2	2	—	—
English . . . . .	4	4	4	4
Physical Education . . . . .	2	2	2	2
Library . . . . .	3	3	3	3
<i>Professional Subjects:</i>				
Psychology and Child Development. . . . .	3	—	—	—
Educational Psychology. . . . .	—	3	—	—
Class Management . . . . .	—	—	3	—
Principles and History of Education . . . . .	—	—	3	3
General Methods . . . . .	3	3	—	—
Observation and Teaching Practice . . . . .	1	1	3	6
<i>Subjects reserved for Primary Teachers<sup>1</sup>:</i>				
Arts and Handicrafts, Blackboard Drawing, Illustrations . . . . .	3	3	3	3
Games and Story Telling (Children's Literature) . . . . .	2	2	2	2
Total	35	35	35	35

<sup>1</sup> Students intending to teach the upper grades devote 5 hours a week to the following subjects: mathematics (3 hours) and art and modelling (2 hours) in the first year, and mathematics (2 hours) and geography (3 hours) in the second year.

In addition to the regular classes, students are expected to devote some time to dramatic work, or gardening, or music, etc.

From the data given in the reply, it would seem that alongside the ordinary training college courses for men there are special courses preparing teachers for work in the rural zones. In any case, the curriculum for young men intending to teach in primary schools includes—in addition to religious instruction and physical education—instruction in the following three groups of subjects:

(a) general education theory (general principles of education, educational and child psychology, general teaching methods, history of education, school and class management, school hygiene);

(b) special educational theory and practice (theory and practice of teaching the ordinary school subjects, observation of lessons);

(c) languages (Arabic, English, Islamic Culture).

Students on the science side at the training college must also select three of the following four subjects: mathematics, physics, chemistry, biology.



## PROFESSIONAL TRAINING

General educational subjects are given through lectures, students' own reading and observation. There are textbooks and set books assigned for each subject, but students are expected to supplement them by their own notes. Class discussions follow each topic.

The psychological training of primary teachers in Jordan includes a course in child psychology during the first semester, followed by a general psychology course or lectures on educational psychology during the first year's work.

Much importance is attached to the students' practical experience. Lectures on the special method of teaching the various subjects in the primary school curriculum are given by specialists in their subjects, and these are followed by practical observation in laboratory schools and demonstration lessons by expert teachers of primary classes or by lecturers. The students themselves also have teaching practice in the presence of the primary school teachers, the other students and the special method lecturers.

In the men's training college at Amman, students prepare their lessons twenty-four hours in advance and submit the plan to the lecturer ; discussion and criticism by the other students and the subject lecturer then follow immediately.

In the women's training college in Ramallah, the students spend a good part of their first semester visiting schools and observing children at various stages and studying their behaviour, progress and individual differences. They learn how to teach the various school subjects, and how to use the school equipment and materials, as well as becoming acquainted with routine schoolroom and playground activities. Gradually they begin to help the class mistresses and to take on more personal responsibility. During their second year the students take over a series of lessons from different class teachers and prepare a suitable scheme of work for the time at their disposal. This method gives the trainees an idea of the continuity of work and introduces them to the practical problems of class teaching from the point of view of the subjects and the children taught ; it also helps them to deal with their teaching problems spontaneously, naturally and with more confidence under experienced teachers.

Social preparation is achieved all through the whole course by real participation in extra curricular activities such as literary debates, school broadcasts, dramatic work, musical parties, games, gardening, health visits and house duties under the care of student groups and bodies.

## EXAMINATIONS, CERTIFICATES

During the training course, students take written internal examinations in the subjects prescribed. In the women's training college they also have to write two papers, one each year, the first on child psychology or any professional subject from observation and practical experience, and the second in any academic subject such as Arabic, English or art, etc. The students are also graded on their daily work and monthly written tests.



The final written examination has not yet been finally decided upon in all institutions, but it is expected that it will be under the direction of competent examiners, internal as well as external. The practical examination will probably be in two subjects and the students weekly teaching grades will also be taken into account.

Primary school teachers are expected to have had a secondary school and a training college, or a normal school, education.

#### APPOINTMENT

Teachers applying for government posts in primary schools must first make written application stating their qualifications and teaching experience, after which they are interviewed by a special committee in the Ministry of Education and, if successful, they are required to pass a medical examination.

In order to be promoted and classified in the civil service, certain teachers who have not had a teacher training course may take a special, prescribed external examination, called the Lower Teachers' Certificate, and must pass in educational theory and practice of teaching.

#### FURTHER TRAINING

There are several possibilities of further training open to serving teachers in Jordan, such as the following :

(a) lectures by various educational authorities and administrative officers, and discussions of important school problems ;

(b) refresher courses organised within the country ;

(c) refresher courses in other countries, such as short scholarship courses in Beirut or other neighbouring countries.

(d) scholarship grants abroad. A few of these are included in the yearly educational budget, others have been offered under the Point IV programme, and by the British Council, Unesco, the American University of Beirut or by some Arab countries. Some of these scholarships enable teachers to go on study tours abroad thus helping to broaden their horizon and adding to their initiative and enthusiasm.

#### MISCELLANEOUS

As mentioned above, last year U.N.R.W.A. opened a one-year emergency teacher training course attached to the Tulkarm Agricultural School, but supervised by the Ministry of Education. The same organisation intends to open two more similar courses this year, one at the Salahiyah School in Nablus, and the other at the Hashimiyyah School in Bireh.

Both on account of the passing of a bill through parliament making primary education compulsory and the high birth rate in recent years, there is a pressing demand for more primary schools and for an extension of educational services.

There is also a shortage of trained teachers largely owing to the difficult conditions arising after the recent troubles, resulting in many teachers



seeking employment in neighbouring Arab countries where the pay was higher. In order to cope with this problem, the Ministry of Education must take the necessary measures quickly to provide more training courses and to offer more scholarships. It is counting on receiving assistance and cooperation from various sources in this effort.

The two existing training colleges at Amman and Ramallah are both very young, the former having been opened in 1950 and the latter in 1952. Both intend to lengthen their course of study and to offer more opportunity for specialisation.



## LAOS

From the reply sent by the Ministry of National Education

### INTRODUCTORY

Primary teacher training in Laos is not differentiated on the basis of sex. Such training is given in (a) the normal school, (b) an intensive course organised to remedy the serious shortage of teachers and turning out auxiliary and supply teachers appointed only as an emergency measure and destined to be gradually replaced by more qualified teachers.

### CONDITIONS OF ADMISSION

Candidates for admission to the normal school must be not less than fourteen years old, and must hold the complementary school leaving certificate<sup>1</sup>, which is obtained after six years of schooling. There is a competitive entrance examination, and a medical examination of fitness for teaching.

Candidates for admission to the intensive teacher training courses must hold the complementary school leaving certificate, if they wish to become auxiliary teachers, and must have completed the three-year complementary stage of primary education, without necessarily having obtained the certificate, if they wish to become supply teachers.

### FEES, SCHOLARSHIPS

The course at the normal school is free. The pupils are all boarders, hold government scholarships, and must agree to teach in a school in Laos for a minimum of ten years.

### CURRICULA

The curriculum of the normal school extends through four years, and covers both professional training and a general education identical with that given in the junior secondary schools.

The normal school curriculum also includes drawing and music.

Pupils in their fourth year do four teaching practices a week in the primary school attached to the normal school.

<sup>1</sup> Primary education comprises a three-year elementary stage (6 to 9) and a three-year complementary stage (9 to 12).



The intensive teacher training course lasts four to six months, and covers elementary pedagogy and a good deal of practical work in the elementary stage classes of a primary school.

The weekly time-table is as follows :

#### NORMAL SCHOOL WEEKLY TIME-TABLE

Subject	Hours per Week
French . . . . .	9
Laosese . . . . .	3
English . . . . .	2
History or Geography. . . . .	2
Mathematics. . . . .	3
Science . . . . .	2
Handwork. . . . .	2
Physical Education . . . . .	3
Ethics and Civics. . . . .	1
Pedagogy . . . . .	2 <sup>1</sup> or 3 <sup>2</sup>

<sup>1</sup> 1st and 2nd years.

<sup>2</sup> 3rd and 4th years.

#### PROFESSIONAL TRAINING

Instruction in pedagogy bears mainly on teaching method, but also includes some elementary child and adolescent psychology.

Special importance is attached to teaching practice. Under the guidance of an experienced teacher, pupils are progressively familiarized with all their future responsibilities and tasks by means of periods spent in the demonstration classes attached to the normal school.

The purpose of the course in civics and ethics is to render the teachers-in-training aware of the social tasks awaiting them, and of the important part played by the primary teacher in the village community and the influence he exercises on educational and general advance throughout the country as a whole.

#### EXAMINATIONS, CERTIFICATES

No examinations are held during the normal school course, but pupils are required to reach a satisfactory standard of work.

Two examinations are held at the end of the normal school course, one on general education, the other on professional training. Each examination has both written and oral papers.

The general education subjects in the first of these examinations are weighted in accordance with the relative importance attached to them. French reading and Laosese are deemed the most important subjects (coefficient of 4); followed by French composition, Laosese composition, mathematics, history or geography, and physical and natural science (coefficient of 3); civics and ethics (coefficient of 2); and, finally, drawing, singing, physical education, and handwork (coefficient of 1).

The examination on professional training comprises written and oral papers on pedagogy. In the final assessment, due account is taken of the marks a pupil has obtained for teaching practice.

Teachers who have not attended the normal school course are required to teach on supply for two years and then to pass the primary teaching examination.



### APPOINTMENT

Pupils who have passed the final examinations of the normal school are appointed as supply teachers of the sixth salary grade. At the end of two years, if the provincial inspector's report is favourable, their appointment is made permanent and they are promoted to the fifth salary grade.

Persons holding the leaving certificate of the first stage of Laotese education (the *D.E.P.C.E.L.*) or of that of secondary education (the *B.E.P.C.*) may be appointed as supply teachers of the sixth salary grade after a probationary period of two years, provided they obtain the primary teacher's certificate.

Persons completing the intensive course are appointed as supply teachers in the first instance, and their appointments are made permanent after they have taught for two years and have passed the primary teaching examination.

### FURTHER TRAINING

The education authorities make every endeavour to provide further training. Mention should be made in this respect of the work of the inspectors, one of whose main tasks is to guide, advise, and encourage the serving teachers in their area.

The primary inspectors also organise general education courses for serving teachers, at the request of the latter. The teachers themselves pay the teacher of these courses.

Further professional training courses are organised during the holidays. They are directed by experienced teachers, and cover theoretical and practical pedagogy, school legislation, French, and discussion of school and extra-scholastic activities.

Information courses bearing on economic and social questions have been organised since 1952, in collaboration with experts from the various public services. Their purpose is to enable primary teachers to extend their influence in the village beyond the four walls of their school and become guides and counsellors responsible for imparting the rudiments of, for example, hygiene and forest and soil conservation.

The provincial medical officers give courses in first aid to serving primary teachers, who are thus in a position to render help when the need for it arises.

With the aid of scholarships established for the purpose, four inspectors a year can travel to France to visit and study the main types of school.

Scholarships also exist for the three best pupils from the normal school to complete their studies in France.

### MISCELLANEOUS

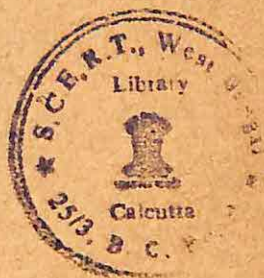
The enormous efforts made by the government in the field of education are now beginning to bear fruit. Enrolments in the schools and at the normal school have increased considerably. It is reasonable to hope that primary teachers' general education will soon reach a satisfactory level.



There is still a shortage of adequately qualified teachers. The government is in consequence offering many facilities to teachers-in-training and taking steps to provide monetary assistance for them.

A good deal still remains to be achieved in the field of girls' education. Girls' enrolments at the normal school are still very low (six out of a total of eighty-eight), and the curriculum does not yet include housecraft.

The establishment of a girls' vocational school would meet an urgent need.





## MONACO

From the reply sent by the Ministry of State

The Principality of Monaco has no establishment for primary teacher training. Young persons wishing to take such a course study at a normal school in France.

Young persons with insufficient means may be granted government scholarships.

Teachers-in-training are permitted, so far as the limited number of places allows, to do periods of practical training in the primary classes of the Monaco lycée in order to obtain the *Certificat d'aptitudes pédagogiques*. This certificate is required for permanent appointment to a primary post.



## SPAIN

From the reply sent by the Ministry of National Education

### INTRODUCTORY

In essentials primary teacher training in Spain is the same for both sexes. The only real difference is that while the young men are taking instruction in politico-social affairs and handwork, the young women are learning domestic economy and feminine crafts.

The teacher training course is also the same for all pupils, irrespective of the type of school or level for which they are preparing to teach, except in the case of the young women who will become pre-school mistresses in kindergartens or nursery schools, and the young men intending to direct groups of children on behalf of charitable and other societies.

The young men and the young women take the course in the men's and the women's normal schools (*Escuelas de Magisterio*) respectively.

Normal school teachers and primary inspectors are trained at university level, in a faculty of education with a five-year course, which does not, however, come within the scope of the present inquiry.

### CONDITIONS OF ADMISSION

In accordance with the normal school regulations (*Reglamento para las Escuelas de Magisterio*) contained in a ministerial decree dated 7th July, 1950, candidates for admission to a normal school must be Spanish nationals, not less than fourteen years old, and must have satisfactorily completed four years at the middle school (*Instituto nacional de Enseñanza media*).

Candidates are also required to be free of any contagious disease, and of any physical defect which would prevent them from participating in all the normal school courses, including handwork and games.

All candidates must pass an entrance examination covering, in accordance with article 10 of the regulations, the following:

- (a) reading aloud (prose and verse);
  - (b) analysis (written paper) of a passage of dictation;
  - (c) composition on a subject from religion, history or geography;
- candidates are then required to read their work, and in some cases discuss it, before the board of examiners;
- (d) two mathematical problems;
  - (e) politico-social knowledge;
  - (f) written translation from French;



(g) feminine crafts exercise (girls only) performed before the examining board.

The level of the entrance examination corresponds to that of the *bachillerato* following the four years of secondary education.

Candidates are required to have satisfactory behaviour from the moral and the national standpoints, and to present the booklet containing their school reports.

#### FEES, SCHOLARSHIPS

Fees are charged for primary teacher training. Many pupils are granted scholarships by an official school aid society (*Patronato de Protección escolar*), and scholarships exist for specific categories of pupils (orphans and primary teachers' children, for example).

#### CURRICULA

The primary teacher training course lasts three years, and, in accordance with article 5 of the ministerial decree mentioned above, must provide (a) religious and moral training; (b) politico-social training (civics); (c) physical education; (d) general education; theoretical professional training, and (e) practical professional training.

The normal school curriculum is as follows:

#### NORMAL SCHOOL WEEKLY TIME-TABLE

Subject	Hours per Week
<i>1st Year:</i>	
Religious Instruction (including method)	2
Spanish (including method)	3
Mathematics (including method) and Algebra	3
Geography and History of Spain (including method)	3
Philosophy (psychology, logic, ethics)	3
Physiology and Hygiene	1
Feminine Crafts or Handwork	2
Handwriting	1
Physical Education (including method)	3
Teaching Practice	1
Politico-Social Instruction (men) or Domestic Economy (women)	2
Total	24
<i>2nd Year:</i>	
Religious Instruction (including method)	2
Mathematics (including method) and Trigonometry	2
Physics and Chemistry (including method)	3
Philosophy (general and special ontology)	2
Educational and Child Psychology	1
Pedagogy and History of Education	3
Feminine Crafts or Handwork	1 ½
Drawing (including method)	1
Music (sol-fa and singing)	2
Handwriting	1
Teaching Practice	1
Politico-Social Instruction (men) or Domestic Economy (women)	1 ½
Physical Education (including method)	3
Total	24



Subject	Hours per Week
<i>3rd year:</i>	
Religious Instruction (including method)	2
Spanish Literature and Method of Language	3
World Geography and History (including method)	3
Natural History (including method)	2
Pedagogy (teaching method and school organisation)	3
Agriculture and Rural Industry	2
Music and Singing	2
Foreign Language	1
Drawing from Nature	3
Physical Education (including method)	1
Teaching Practice	
Politico-Social Instruction (men) or Domestic Economy (women)	1
Total	25

### PROFESSIONAL TRAINING

As indicated above, the normal school curriculum covers instruction in the method of each subject, in addition to pedagogy and psychology.

In regard to the practical side of professional training, article 39 of the ministerial decree mentioned above states that throughout the course teachers-in-training must be in constant contact with a primary school so that they may get to know the children and the problems of their education. With this end in view, article 187 of the decree states as follows: "To each normal school shall be attached a primary school where the teachers-in-training can secure practical professional training. Both schools shall be in the same building or, if this is not possible, near each other."

Apart from the demonstration lessons given by the normal school teachers to illustrate their instruction in the method of their subjects, the curriculum provides for a practical training course to be given by the teacher in charge of the attached primary school. For this course each class of teachers-in-training is divided into small groups and a rota is established enabling each pupil to work in all the primary classes. In their first year pupils are preferably limited to observing school activities and becoming accustomed to the various aspects of school routine. In their second year they begin to give lessons themselves and take an active part in directing extra-scholastic activities, the library, supervision, and so on. In their third year they take part in all school functions. Each of them is required to record his observations, experiences, and conclusions.

In accordance with article 61 of the decree, each class may have its own laboratory for experimental work and research.

An order that primary teacher training shall be as complete as possible and contribute to the development of the pupils' artistic and geographical knowledge, article 65 of the same decree provides for the organisation of study journeys, for which grants may be obtained from the Ministry of National Education and other official, or private, bodies. Pupils taking part in such journeys are required on their return to record their impressions in writing.

The social training of teachers-in-training is ensured through politico-social instruction, in the case of the young men, and through domestic



economy in the case of the young women. The young men, moreover, are required to take part in a youth camp in their third year.

Article 67 of the decree also recommends a number of school activities whose object is to awaken a social sense and the humanity of the pupils, such as lectures, commemorative ceremonies, literary and musical reunions, films shows, and book exhibitions.

### EXAMINATIONS, CERTIFICATES

In February and June each year the normal school teachers assess the work of their pupils.

At the end of the normal school course the pupils are examined in each subject, with a view to their securing the primary teacher's certificate, and they then have to sit for the diploma examination (*examen de reválida*), which comprises the following:

- (a) written composition on a scientific, literary or educational topic drawn by lot;
- (b) oral discussion for one hour on three topics drawn by lot;
- (c) a half-hour lesson on a topic chosen by the pupil himself.

### APPOINTMENT

Appointment to national teaching posts is on a competitive basis.

Until a permanent appointment is made, vacant posts are filled by supply teachers, whose sole required qualification is the primary teacher's diploma. On reaching the age of thirty-five and after not less than three years' service, supply teachers may become certificated normal school trained teachers in localities with less than 500 inhabitants. Teachers of this category do not come within the ordinary grades (*escalafón nacional*) of teachers.

Certificated teachers wishing to teach in, for example, a demonstration school, or to be transferred to a school in a locality with over 10,000 inhabitants, are required to sit for a competitive examination.

### FURTHER TRAINING

Serving primary teachers have a number of facilities for further training. Short courses on the advanced methodology, conferences, and lectures are held at the normal schools. The primary inspectors organise courses and conferences for the teachers within their area. Opportunities are also provided for primary teachers to take part in journeys abroad and, in small groups, inland.

Primary teachers, moreover, who have passed the competitive examination for admission to the national teachers' grades, may study at the education section of the faculty of arts and philosophy, which as already noted trains teachers for the normal schools, and primary inspectors.

The journal *El Magisterio español* and the supplement to it called *La Escuela en acción* deal with all educational topics of interest, and serve to keep teachers in touch with the latest developments in the educational world.



## UNITED KINGDOM

### Northern Ireland

From the reply sent by the Ministry of Education

#### INTRODUCTORY

Primary schools in Northern Ireland will eventually provide only for children up to about eleven years of age. Until sufficient secondary intermediate schools are in existence, some primary schools will continue to retain pupils after that age. The expression "public elementary school" which formerly applied to the all-age schools attended by the majority of the school population is now no longer used in Northern Ireland.

In the main, the training courses for men and women primary school teachers are the same. There are, however, slight differences, men studying history and geography in their first year and general (including rural) science in their second year, while women take needlework in their first year and domestic science in their second year.

There is a special training course in the teaching of young children, which may be taken by women students.

Northern Ireland has at present two training colleges, one undenominational, and the other Roman Catholic. Teachers who have completed equivalent courses in institutions outside Northern Ireland may be recognised for appointment in primary schools.

#### CONDITIONS OF ADMISSION

To be admitted to the training courses, candidates must be seventeen years of age on 1st June of the year of admission to the training college. Normally intending students must have passed the Grammar School Senior Certificate Examination of the Ministry of Education in the year of entry to the training college. There are, however, also in operation arrangements for the admission of university graduates and others who have reached a satisfactory standard of education and are considered suitable for admission to training.

There is no entrance examination as such, but all students are required to pass tests in general suitability and medical fitness.

The number of candidates to be admitted to each training college is determined by the Ministry of Education in consultation with the principal of the training college concerned.



## FEES, SCHOLARSHIPS

Student teachers in training who are ordinarily resident in Northern Ireland are eligible for the award, from the Ministry of Education, of training scholarships tenable for the duration of the course of training which the student has elected, and is qualified, to follow. The value of each scholarship is expressed as the amount of the tuition and other approved fees, a maintenance allowance, a travelling allowance, an allowance towards books, instruments and incidental expenditure, and such exceptional items as may be authorized by the Ministry less a contribution to be made towards the cost of the training by the student's parent; the parental contribution is assessed in accordance with the scale of means which allows, for example, for the size of the family of which the student is a member and expenditure reasonably incurred by the parent on the education of the members of the family and ranges from nil where a parent's net income (that is to say, gross income with the specified allowances deducted) is under £400 per annum to £150 where the net income is £1,350 per annum, and by a further £10 for each additional £50 of net income.

## CURRICULA

The course normally taken by intending primary school teachers lasts for three years. Some, however, take a four-year combined course which enables them to qualify for a degree in arts or science at the Queens' University of Belfast and simultaneously for a certificate of teacher training.

The subject content of courses varies slightly; the following may be taken as typical:

<i>First Year:</i>	Subject	Hours per Week
	English (including Speech Training) . . . . .	4
	Basic Science (including Nature Study and Health Education) . . . . .	3
	Basic Mathematics . . . . .	1
	Religious Education . . . . .	1
	Physical Education . . . . .	2
	Education (including observation and practice of teaching) . . . . .	4
	Social Studies . . . . .	2
	Handicraft . . . . .	2
	Needlework (Women) . . . . .	2
	History and Geography (Men) . . . . .	2
	Music and Art . . . . .	4
	General Activities . . . . .	2
		<hr/> 27
<i>Second Year:</i>		
	English (including Speech Training) . . . . .	3
	Religious Education . . . . .	1
	Physical Education . . . . .	2
	Education . . . . .	5
	Art and Handwork . . . . .	4
	Music . . . . .	2
	Environmental Study (History, Geography, Nature Study) . . . . .	2
	Domestic Science (Women) . . . . .	3
	General (including Rural Science (Men)) . . . . .	3
	Additional study of a subject chosen by the student . . . . .	3
		<hr/> 25

The second year course includes six weeks teaching practice in schools.



<i>Third Year :</i>	Subject	1st Term	2nd Term	3rd Term
	English . . . . .	3	Devoted to a	Devoted to
	Religious Education . . .	1	continuous	Education,
	Physical Education . . .	2	period of	Religious
	Education . . . . .	5	teaching	Education,
	Health Education . . . .	2	practice	Physical
	Art and Handwork . . . .	4		Education
	Music . . . . .	2		and Health
	Environmental Study . . .	2		Education
	Additionnal study of the student's chosen subject	3		
		<u>24</u>		

### PROFESSIONAL TRAINING

The students' pedagogical preparation includes study of the history and principles of education and the legislative provisions relating to education, and teaching methods.

Much importance is attached to general psychological studies with special reference to the problems of childhood and adolescence. In particular, attention is given to such matters as the assessment of individual differences in children including practice in the use of intelligence and attainment tests, vocational selection and guidance, teaching aids, and the special problems of different categories of handicapped children and dull, retarded or maladjusted children.

The training includes practice periods of teaching in selected schools under supervision.

Social preparation is given within the general syllabus by the staff of the training colleges. The colleges are mainly residential and provide a wide range of social activities organised by the staff and students.

### EXAMINATIONS, CERTIFICATES

During the first year of training students take an examination in arithmetic; at the end of the second year women students have an examination in domestic science and men students in general (including rural) science. In the third year examinations are held in English, art/craft, music, environmental study, education, physical education, and health education. In addition to written papers in all the above subjects, there are practical tests in speech training, art/craft, domestic science, general science, music and physical education. Tests in practice of teaching are carried out in the third year.

In order to be awarded a Teacher's Certificate, students must pass in English and in practice of teaching and must not fail in more than one other subject.

The qualification for appointment in a primary school is the successful completion of an approved course of training for teachers in a training college or institution. However, due to shortage of trained teachers a number of untrained teachers are at present employed.



## APPOINTMENT

Primary schools, like other grant-aided schools, fall into two categories—"county" and "voluntary". County schools are those under the control of local education authorities (the council of each county or county borough) and are entirely financed out of public funds. Voluntary schools are aided out of public funds and are under the control of managers or management committees. Appointments in county schools are made by the local education authorities and in voluntary schools by the managers or management committees; the appointments, which are subject to the approval of the Ministry of Education on qualifications, are made by selective interview.

A teacher is regarded as being on probation for not less than the first two years of teaching service and while on probation his recognition is provisional. The whole or part of this probationary period may, however, be waived if the teacher has had approved teaching experience elsewhere.

Upon completion of the probationary period the Ministry of Education decides whether to confirm recognition, to extend the probationary period or to refuse recognition. Before confirming recognition, or as a condition of further recognition, the Ministry may require a teacher to attend further courses of study or to comply with such other conditions as may be determined.

## FURTHER TRAINING

Courses of various kinds and of varying lengths specifically designed to further the personal education or professional technique of teachers are conducted throughout the year by the Ministry of Education and the local education authorities. Voluntary agencies also cooperate and many courses, though not specifically designed for teachers, ranging from a highly academic university level to the care and training of very young children, are attended by members of the teaching profession.

Educational gatherings of teachers are from time to time also arranged by the teachers' professional organisations.



## VIETNAM

From the reply sent by the Ministry of National Education

### INTRODUCTORY

Primary education in Vietnam is divided for administrative purposes into three zones : North Vietnam, Central Vietnam, and South Vietnam, and each zone replied separately to the International Bureau of Education questionnaire of the present inquiry.

Primary teacher training in all three zones is the same for both sexes, except that in Central and South Vietnam the men take handwork while the women do domestic economy.

The training is the same, moreover, for all pupils, irrespective of the type of school in which they intend to teach.

The course is given through a teacher training course, in North and Central Vietnam, and through the Saigon normal school, in South Vietnam.

The reply from Central Vietnam states that the teacher training course is an intensive one, but that it is proposed to replace it in the near future by normal schools with a more adequate training programme.

### CONDITIONS OF ADMISSION

Candidates for admission to a teacher training course are selected by a competitive entrance examination, and must be not less than eighteen and not more than twenty-eight years old.

They are also required to have completed the first stage of secondary education (the school leaving certificate or equivalent qualification), which covers the four years following completion of primary education.

In Central Vietnam, the entrance examination comprises (a) Vietnamese composition (three hours, coefficient 2) ; (b) history and geography of Vietnam and general knowledge (one hour and a half, coefficient 1).

In North Vietnam, candidates must have musical ability. They must be in good health and undergo a test of their physical abilities in relation to their intended profession.

Candidates for admission to the Saigon normal school must :

- (a) be not less than fourteen years old ;
- (b) possess the complementary primary school leaving certificate, the examination for which comes at the end of six years of schooling ;
- (c) sit for a competitive entrance examination comprising written papers in Vietnamese and mathematics, and oral papers in French, Vietnamese, general knowledge, and history and geography of Vietnam ; at the entrance examination held in July, 1952, 49 candidates (i.e., 32 young



men and 17 young women) passed out of 2,494 entrants (i.e., 1,623 young men and 871 young women);

(e) be fitted physically for teaching (i.e., be free of defects such as deafness, poor vision, and stammering).

### CURRICULA

The primary teacher training course in North and Central Vietnam lasts one year. The curriculum is as follows:

#### WEEKLY TIME-TABLE

Subject	Hours per Week
Educational Psychology . . . . .	2
Pedagogy . . . . .	3
Teaching Practice . . . . .	9
Vietnamese . . . . .	3
History and Geography . . . . .	1
Drawing . . . . .	1
Handwork <sup>1</sup> . . . . .	1
Singing . . . . .	1
Hygiene, First Aid, Agriculture . . . . .	3
Youth Activities . . . . .	3
Physical Education . . . . .	3
<b>Total</b>	<b>30</b>

<sup>1</sup> Replaced in Central Vietnam, for girls, by domestic economy.

The course at the Saigon normal school lasts four years, and comprises three groups of subjects: (a) literary and professional subjects; (b) science; (c) special and practical courses. The curriculum is as follows:

#### WEEKLY TIME-TABLE

Subject	1st year	2nd year	3rd year	4th year
<i>Literary and Professional:</i>				
Vietnamese Language and Literature . . . . .	3	3	3	3
French Language and Literature . . . . .	9	9	9	9
Educational Psychology . . . . .	$\frac{1}{2}$	1	1	1
Pedagogy <sup>1</sup> . . . . .	—	—	3	3
Ethics . . . . .	1	1	1	1
Professional Ethics and School Administration . . . . .	—	—	—	1
History . . . . .	1	1	1	1
Geography . . . . .	1	1	1	1
<i>Scientific:</i>				
Mathematics . . . . .	3	$3\frac{1}{2}$	4	4
Physics . . . . .	1	1	$1\frac{1}{2}$	2
Natural Science and Hygiene . . . . .	1	$1\frac{1}{2}$	$1\frac{1}{2}$	1
Theory of Agriculture <sup>2</sup> . . . . .	$\frac{1}{2}$	$\frac{1}{2}$	—	—
<i>Special and Practical:</i>				
Drawing . . . . .	1	1	1	1
Handwork and Agriculture . . . . .	2	2	1	1
Singing and Music . . . . .	1	1	1	1
Physical Education . . . . .	2	2	2	2
<b>Total</b>	<b>27</b>	<b><math>28\frac{1}{2}</math></b>	<b>31</b>	<b>32</b>

<sup>1</sup> Excluding teaching practice.

<sup>2</sup> Replaced in the case of girls by domestic economy.



## FEES, SCHOLARSHIPS

Primary teacher training is free in all three zones.

The government grants scholarships to teachers-in-training. In Central Vietnam, they are boarded and lodged free, or receive an allowance in lieu amounting at the present time to 800 piastres a month. In South Vietnam, all teachers-in-training hold government scholarships, and must agree to teach in a school in Vietnam for a minimum of ten years, and to refund all the grants they have received if they do not fulfil this condition.

## PROFESSIONAL TRAINING

In Central Vietnam, on account of the intensive nature of the primary teacher training course, the greatest importance is attached to the practical side of it. During the first semester pupils attend demonstration lessons given by the teacher of pedagogy, and in the second semester begin doing periods of teaching practice, lasting a week at least, in a demonstration school, under the guidance and control of the class teacher. Teaching practice is assessed by the teacher of pedagogy.

Pupils receive social training through weekly visits to the central hospital, where one of the interns gives a course in hygiene and first aid, and through lectures on agriculture, animal husbandry, and other aspects of the national economy. The lectures are followed whenever possible by visits to model farms, etc., arranged and conducted by experts of the various public services.

It is proposed to establish a youth camp, but the realization of the project is impeded by financial considerations.

Educational training at the Saigon normal school comprises history of pedagogy, of teaching method, and of experimental pedagogy, in the 3rd and 4th year. The various educational methods and their advantages and disadvantages are examined in relation to primary education. History of pedagogy is not studied systematically, but is used rather as a frame of reference when pupils are considering problems of, for example, discipline and methodology.

Through the educational psychology course pupils receive an introduction to the analysis of human personality, and to cognition and conation, and are thus enabled to comprehend the broad principles that may be applied in teaching. They also learn about the growth of intelligence and power to assimilate knowledge, and are thus in a position to offer children perceptive, non-verbal experiences which awaken and foster their power of assimilation. The course is the source of concrete and creative teaching.

The experimental psychology course is still in its initial stages. An embryonic laboratory exists already, on the lines suggested by the French professor Cesselin, and is being steadily expanded. In the meanwhile every endeavour is being made to make the psychology course as practical as possible. Pupils at the normal school had an opportunity to see what a fully equipped experimental psychology laboratory can offer, at the recent Unesco science exhibition (on sensory perception experiments) organised by the Ministry of National Education.



The traditional methods of education in Vietnam are based on the ideas of Confucius. Attention is now being given to the findings of experimental psychology, and the use of new education and activity school methods is projected.

Teachers-in-training receive practical instruction at the five-class demonstration school attached to the normal school. Throughout the last semester of their 3rd year, they attend lessons given by the teachers of the demonstration school; during the first semester of their fourth year they discuss such lessons under the guidance of their teacher of pedagogy. In the second semester of their 4th year, they begin their teaching practice and are put in charge of a class. They do their teaching practice in three periods, each in a different class, and thus become familiar with teaching problems at different levels of the primary school.

Under the guidance of their teachers, teachers-in-training make regular visits to factories, hospitals, and so on, with a view to their becoming familiar with the various circles in which they will have to teach and with their various social responsibilities.

#### EXAMINATIONS, CERTIFICATES

There are examinations during the teacher training course in Central Vietnam at the end of each semester, comprising a composition. The final examination of the course comprises (a) composition on an educational topic (three hours, coefficient 3); (b) a lesson, given in the demonstration school on a topic drawn by lot (coefficient 3).

Assessment of a candidate's practical teaching ability is made on the basis of the mark he obtains for this lesson and the average of the marks he had obtained for his teaching practice. His general knowledge is assessed on the basis of his mark in the final examination and the average of his class marks (coefficient 1).

The reply from Central Vietnam refers to the following categories of primary teachers:

(a) primary teachers holding the diploma delivered by the old normal schools and the existing teacher training courses; such teachers are required to have obtained the teacher's certificate, and are generally in charge of the middle and senior primary classes and at the head of the larger primary schools;

(b) auxiliary primary teachers, recruited from among graduates of the old normal schools whose education is at the level of senior primary school leaving certificate (this category of teachers is to be gradually suppressed);

(c) communal primary teachers (*huong-su*), who have temporary appointments, teach in the rural three-class schools, and hold at least the primary school leaving certificate.

A promotion examination is held at the Saigon normal school in South Vietnam at the end of each year, but those pupils who have obtained a general average of 10 out of 20 during the year are exempt. The final examination has two parts, one bearing on general subjects, the other on professional training. The second part comprises written papers (French



and Vietnamese) on education or applied psychology subjects, oral papers on professional ethics and school administration, and practical tests involving the organisation of the work of a primary class, and lessons, the subject of which is determined by lot and notified forty-eight hours in advance.

The unification of the general and professional papers in the final examination is under consideration.

#### APPOINTMENT

In Central Vietnam, teachers-in-training who have passed the final examination of the teacher training course are appointed in the first instance as supply teachers, and their appointments are made permanent only after they have obtained the teacher's certificate.

In South Vietnam, in accordance with decree No. 1,294 dated 20th June, 1952, appointments are made as follows :

(a) teachers-in-training having passed the general and professional tests are appointed sixth grade primary teachers provided they are not less than eighteen years of age ;

(b) those having passed only the general tests are appointed as supply teachers ;

(c) those having passed only the professional tests are appointed sixth grade auxiliary teachers :

(d) those having failed both the general and professional tests may be appointed as auxiliary teachers on supply.

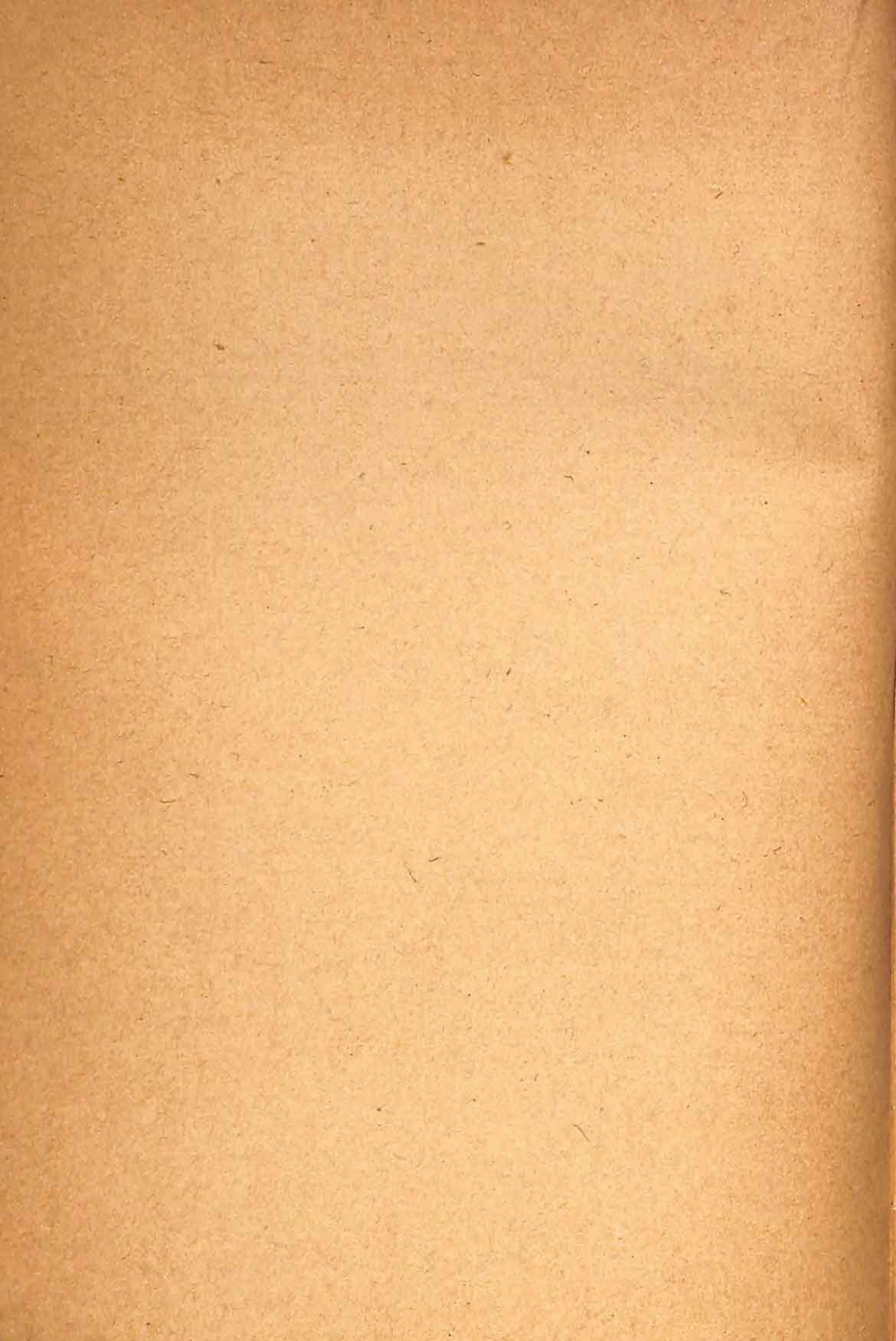
#### FURTHER TRAINING

In Central and South Vietnam, monthly conferences are organised for serving teachers at which demonstration lessons are given by experienced teachers and made the object of discussion.

Further training courses are organised during the holidays. Teaching methods are studied and discussed, and the participants speak of the results they have obtained.

Provision has now been made for journeys abroad, to France in particular, for teachers from the normal school and ordinary primary teachers. The first batch of teachers will shortly be leaving for France to study the methods in use.







LATEST AVAILABLE DATA PROVIDED BY THE STATISTICS DIVISION OF UNESCO

Country	Year	Primary teachers in service		Primary teachers in training		Institutions for teacher-training	
		Total	Female	Total	Female	Number of institutions	Teaching staff
AFRICA							
Egypt. . . . .	1948	29 418 <sup>1</sup>	...	13 272	2 511	33	653
Eritrea . . . . .	1952	206 <sup>2</sup>	36 <sup>23</sup>	80	13	1	...
Lybia							
Tripolitania . . . . .	1950	1 200 *	...	250 *	90 *	2	25
Cyrenaica . . . . .	"	475 *	...	35 *	—	1	...
Fezzan . . . . .	"	...	...	4 <sup>4</sup>	—	—	—
Union of South Africa . .	1947	41 103 <sup>5</sup>	...	2 465	1 780	15	...
Other Territories							
Algeria (Fr.) . . . . .	1950	9 693	5 544	...	...	3	...
Angola (Port.) public . . .	1949	211	...	12	12	1	10
Basutoland (U.K.) . . . .	1952	1 889 <sup>6</sup>	708 <sup>6</sup>	245	123	6	...
Bechuanaland (U.K.) public . . . . .	1951	419 <sup>6</sup>	194 <sup>6</sup>	50	26	1	...
Cameroons (Br. Adm.) . .	1951	1 188	113	210	...	4	13
Cameroons (Fr. Adm.) . .	1952	850	116	266	...	11	...
Public . . . . .	"	...	...	196	37	9	...
Private . . . . .	"	...	...	70	...	2	...
Congo (Belg.) private . . .	1951	36 725 *	...	3 781	...	65	285 *
French Equatorial Africa . .	1952	2 572	305	540	32	22	...
Public . . . . .	"	1 375	169	231	12	10	...
Private . . . . .	"	1 197	136	309	20	12	...
French Somaliland . . . .	1952	35	16	14	2	1	...
French West Africa . . . .	1952	6 200	...	2 179	316	28 <sup>7</sup>	...
Gambia (U.K.) . . . . .	1949	171	...	29	...	1	...
Gold Coast (U.K.) . . . . .	1950	9 092	1 013	1 696 <sup>8</sup>	466 <sup>8</sup>	16 <sup>8</sup>	...
Kenya (U.K.) . . . . .	1950	7 692	1 207	1 065	222	...	...
Madagascar and Comoro Islands (Fr.) Public . . . . .	1952	2 350	686	118	10	5	...
Mauritius (U.K.) . . . . .	1950	1 465	777	142	70	1	12
Morocco (Fr.) . . . . .	1950	4 733	...	...	...	1	...
Morocco (Sp.) . . . . .	1950	886	243	35	12	2	...
Mozambique (Port.) . . . .	1949	1 446	240	...	...	...	...
Public . . . . .	"	209	114	...	...	...	...
Private . . . . .	"	1 237	126	298	—	3	13
Nigeria (U.K.) . . . . .	1950	38 407	...	6 702	...	122	...
Northern Rhodesia (U.K.) .	1951	96	82	12	...	—	...
Nyasaland (U.K.) . . . . .	1949	2 509	259	186	13	...	...
Reunion (Fr.) . . . . .	1948	654	...	19	...	1	...



Country	Year	Primary teachers in service		Primary teachers in training		Institutions for teacher-training	
		Total	Female	Total	Female	Number of institutions	Teaching staff
Ruanda-Urundi (Belg. Adm.)	1950	3 075	414	984	219	...	59
Public. . . . .	"	40	19	905	219	...	54
Private . . . . .	"	3 035	395	79	—	...	5
Sierra Leone (U.K.)							
Public. . . . .	1949	819	306	238	31	3	...
Somaliland (It. Adm.) . .	1951	208 <sup>o</sup>	...	71	5	2	...
S.W. Africa (S.A. Adm.) . .	1950	1 059	...	115	...	2	...
Southern Rhodesia (U.K.) .	1951	6 957	1 949	908	236	19	14
Swaziland (U.K.) . . . . .	1952	457 <sup>o</sup>	334 <sup>o</sup>	28	25	1	...
Tanganyika (Br. Adm.) . . .	1951	4 574	799	1 144	135	35	149
Public. . . . .	"	4 444	786	273	29	6	27
Private . . . . .	"	130	13	871	106	29	122
Togoland (Fr. Adm.) . . . .	1952	...	...	219	22	2	...
Public. . . . .	"	...	...	114	22	1	9
Private . . . . .	"	...	...	105	—	1	...
Tunisia (Fr.) . . . . .	1949	3 321	...	...	...	2	...
Uganda (U.K.) . . . . .	1951	8 355 *	1 387 *	2 219	720	...	...
<b>AMERICA NORTH</b>							
Canada . . . . .	1947	84 500 <sup>o</sup>	61 370 <sup>o</sup>	9 161	...	107	960
Public. . . . .	"	74 873 <sup>o</sup>	56 659 <sup>o</sup>	8 463	...	62	611
Private . . . . .	"	9 627 <sup>o</sup>	5 711 <sup>o</sup>	698	227	45	349
Costa Rica — public. . . . .	1950	4 342	...	...	...	4	...
Cuba . . . . .	1945	15 924	...	3 507 <sup>10</sup>	3 114 <sup>10</sup>	6	275
Dominican Republic. . . . .	1950	4 409	3 119	...	...	...	...
El Salvador . . . . .	1948	4 368	3 120	1 550	998	18	196
Guatemala . . . . .	1951	7 800	5 340	9 662 <sup>12</sup>	4 042 <sup>12</sup>	50	1 338
Haiti . . . . .	1952	2 503	...	79	44	2	27
Honduras . . . . .	1952	3 523 <sup>o</sup>	2 653 <sup>o</sup>	1 848	1 332	23	...
Public. . . . .	"	3 483 <sup>o</sup>	2 621 <sup>o</sup>	...	...	18	...
Private . . . . .	"	40 <sup>o</sup>	32 <sup>o</sup>	...	...	5	...
Mexico . . . . .	1949	67 860	43 340	25 051	16 519	73	2 523
Nicaragua . . . . .	1945	2 600 *	1 900 *	320 *	200 *	5	...
Public. . . . .	"	2 000 *	1 500 *	270 *	180 *	2	...
Private . . . . .	"	600 *	400 *	50 *	20 *	3	...
Panama — public. . . . .	1946	3 093	2 541	406	300	...	...
United States . . . . .	1949	672 665 <sup>o</sup>	607 258 <sup>o</sup>	525 000 <sup>13</sup>	315 000 <sup>13</sup>	1 122 <sup>13</sup>	...
<b>Other Territories</b>							
Alaska (U.S.) public. . . . .	1949	384 <sup>o</sup>	346 <sup>o</sup>	83	58	1	...
Barbados (U.K.) . . . . .	1950	845	483	220 <sup>14</sup>	202 <sup>14</sup>	1	...
Greenland (Denm.)							
Public. . . . .	1952	259	...	...	...	1	...
Jamaica (U.K.) . . . . .	1950	4 242	3 359	296	196	4	...
Panama Canal Zone (U.S.)							
Public. . . . .	1950	175 <sup>o</sup>	141 <sup>o</sup>	49	15	1	...



Country	Year	Primary teachers in service		Primary teachers in training		Institutions for teacher-training	
		Total	Female	Total	Female	Number of institutions	Teaching staff
Puerto Rico (U.S.)							
Public.	1949	5 437 <sup>6</sup>	4 687 <sup>6</sup>	2 006	1 066	1	...
St. Pierre and Miquelon (Fr.)	1952	29	...	3 <sup>15</sup>	1	...	...
Trinidad and Tobago (U.K.)							
Public.	1950	2 535	1 150	207	107	3	18
Windward Islands (U.K.)	1950	1 626	...	...	...	6 <sup>16</sup>	...
<b>AMERICA SOUTH</b>							
Argentina	1937	66 625	56 447	24 919	...	92 <sup>17</sup>	...
Bolivia	1949	6 809	...	594	214	4	44
Brazil	1949	110 166	...	30 777	28 211	583	...
Chili	1947	13 773	10 486	3 244 <sup>18</sup>	1 900	12 <sup>18</sup>	...
Colombia	1950	19 797	15 583	6 099	4 296	55	845
Public.	"	17 732	14 094	5 064	3 596	37	678
Private	"	2 065	1 489	1 035	700	18	167
Ecuador	1951	7 802	5 083	3 956	2 374	18	...
Public.	"	6 458	4 168	3 956	2 374	12	483
Private	"	1 344	915	...	...	6	29 <sup>19</sup>
Paraguay	1950	5 987	...	...	...	19	...
Peru	1948	18 655 <sup>20</sup>	...	2 238	1 367	36	...
Public.	"	17 566	...	1 966	1 205	34	...
Private	"	1 089	...	272	162	2	...
Uruguay	1949	7 000 *	6 000 *	3 120	...	21	...
Public.	"	5 750 *	5 200 *	1 711	...	...	...
Private	"	1 250 *	800 *	1 409	...	20	...
Venezuela	1951	15 146 *	...	2 840 *	2 258 *	42	364
Public.	"	12 522 *	...	1 941 *	1 422 *	12	179
Private	"	2 624 *	...	899 *	836 *	30	185
<b>Other Territories</b>							
British Guiana (U.K.)	1949	1 708	926	40	16	...	4
Surinam (Neth.)	1952	1 316 <sup>6</sup>	856 <sup>6</sup>	518	272	4	...
Public.	"	389 <sup>6</sup>	191 <sup>6</sup>	270	164	2	...
Private	"	927 <sup>6</sup>	665 <sup>6</sup>	248	108	2	...
<b>ASIA</b>							
Afghanistan	1950	...	...	463	...	1	...
Burma	1950	7 300	...	204	136	...	...
Cambodia	1950	4 616	...	426	31	1	18
Ceylon	1951	30 000 *	12 500 *	2 309	1 153	18	...
Public.	"	...	...	1 491	754	11	...
Private	"	...	...	818	399	7	...
China — Taiwan	1952	20 989	6 992	6 350	2 552	8	423
India	1950	534 410	81 925	70 031	17 815	785	...
Indonesia	1952	89 825 <sup>13</sup>	...	141 614 <sup>21</sup>	10 704 <sup>21</sup>	452	8 333
Public.	"	83 060 <sup>13</sup>	...	...	...	442	...
Private	"	6 765 <sup>13</sup>	...	...	...	10	...



Country	Year	Primary teachers in service		Primary teachers in training		Institutions for teacher-training	
		Total	Female	Total	Female	Number of institutions	Teaching staff
Iran . . . . .	1948	14 781	5 902	...	...	...	...
Public . . . . .	"	13 126	5 180	1 513	452	30	212
Private . . . . .	"	1 655	722	...	...	...	...
Iraq . . . . .	1952	8 444	2 822	1 289 <sup>22</sup>	269 <sup>22</sup>	11 <sup>23</sup>	...
Israel . . . . .	1950	6 678	3 318	2 162	1 976	...	...
Japan . . . . .	1952	319 131	159 717	52 274	...	46 <sup>23</sup>	...
Jordan — Public . . . . .	1950	...	...	30	—	1	...
Korea . . . . .	1952	36 100	...	10 137	2 574	17	387
Kuwait . . . . .	1951	357	111	55	...	1 <sup>24</sup>	...
Laos — Public . . . . .	1949	1 100	...	...	...	1	...
Pakistan . . . . .	1951	88 697	4 982	6 145	676	125	...
Philippines — Public . . . . .	1948	66 187	40 535	3 695	3 063	9	...
Saudi Arabia . . . . .	1949	875	...	200	...	4 <sup>3</sup>	31
Syria . . . . .	1951	8 563	3 358	1 258	448	10	...
Thailand — Public . . . . .	1951	72 862	14 304	2 575	880	25	...
Turkey . . . . .	1949	34 877	8 955	15 797	1 420	29	767
Viet-Nam . . . . .	1950	7 800	...	99	33	3	39
<b>Other Territories</b>							
Aden Colony (U.K.)							
Public . . . . .	1950	127	37	24	11	1	...
Cyprus (U.K.) . . . . .	1950	1 550 <sup>6</sup>	...	203	...	2	12
Federation of Malaya (U.K.)	1951	18 872	5 435	7 453	2 361	73	...
Malay . . . . .	"	9 377	1 787	4 836	1 284	32	...
English . . . . .	"	2 545	1 223	1 037	461	15	...
Chinese . . . . .	"	5 540	2 033	1 157	538	18	...
Indian . . . . .	"	1 410	192	423	78	8	...
Hong Kong (U.K.) . . . . .	1951	4 599	2 579	174	87	2	...
New Guinea (Neth.) . . . . .	1951	933	...	103	5	3	7
Port. India (Port.)							
Public . . . . .	1949	243	...	21	14	1	4
Ryūkyū Isl. (U.S. Adm.) . . . . .	1949	4 967	...	68	...	2	...
Singapore (U.K.) . . . . .	1950	3 500 *	1 800 *	633	355	1	...
<b>EUROPE</b>							
Austria . . . . .	1952	33 775	18 530 *	3 849	2 225	28	...
Belgium . . . . .	1951	35 004	19 615	13 886	7 628	42	...
Public . . . . .	"	18 410	8 023	3 088	1 477	16	...
Private . . . . .	"	16 594	11 592	10 803	6 151	26	...
Czechoslovakia . . . . .	1945	47 954	20 932	6 603	4 171	62	625
Denmark . . . . .	1951	...	...	4 385	1 900 *	28 <sup>25</sup>	...
Finland . . . . .	1951	21 347	13 645	2 753	1 511	13	137 <sup>26</sup>
France . . . . .	1951	160 525 *	103 538	15 567	8 280	165	...
Germany . . . . .	1951	160 503	59 780	10 847	5 439	78	...
Ireland . . . . .	1950	12 792 <sup>6</sup>	8 602 <sup>6</sup>	1 136	792	10	...



Country	Year	Primary teachers in service		Primary teachers in training		Institutions for teacher-training	
		Total	Female	Total	Female	Number of institutions	Teaching staff
Italy . . . . .	1950	165 703 <sup>6</sup>	...	59 438	...	445	8 178
Public. . . . .	"	155 991 <sup>6</sup>	...	36 208	...	146	4 636
Private . . . . .	"	9 712 <sup>6</sup>	...	23 230	...	299	3 542
Luxemburg . . . . .	1948	1 048	...	144	67	2	12 <sup>27</sup>
Netherlands . . . . .	1952	45 000 *	20 000 *	11 817	6 178	89	...
Public. . . . .	"	...	...	3 445	1 587	25	...
Private . . . . .	"	...	...	8 372	4 591	64	...
Norway . . . . .	1950	11 500	4 870	1 896	...	10	...
Poland . . . . .	1949	100 000 *	50 000 *	32 876 <sup>29</sup>	...	128 <sup>29</sup>	...
Portugal. . . . .	1951	15 000 *	12 000 *	2 094	1 601	15 <sup>30</sup>	136
Public. . . . .	"	...	...	2 042	1 601	14	128
Private . . . . .	"	...	...	52	—	1	8
Spain <sup>31</sup> . . . . .	1950	59 917 <sup>6</sup>	34 121 <sup>6</sup>	21 188	15 478	106	...
Sweden — Public. . . . .	1948	25 318 *	7 187 *	5 587	3 444	32	226
Switzerland . . . . .	1945	13 539	5 141	2 772	1 540	57	...
Public. . . . .	"	...	...	2 119	1 120	33	195
Private . . . . .	"	817 <sup>3</sup>	...	653	420	14	117 <sup>3</sup>
United Kingdom . . . . .	1951	253 127 <sup>8</sup>	150 039 <sup>8</sup>	29 428	20 883	173	...
Yugoslavia . . . . .	1951	30 012	18 243	23 193	14 024	64	...
<b>Other Territory</b>							
Trieste (Int. Adm.) . . . . .	1952	1 353	1 053	666	486	4	...
Public. . . . .	"	1 114	819	622	442	3	...
Private . . . . .	"	239	234	44	44	1	...
<b>OCEANIA</b>							
Australia — Public . . . . .	1950	26 686 <sup>6</sup>	13 849 <sup>6</sup>	5 175	2 727	15	...
New Zealand. . . . .	1948	7 724	4 256	1 875	1 072	5	77
<b>Other Territories</b>							
American Samoa (U.S.) . . . . .	1951	115 <sup>6</sup>	16 <sup>6</sup>	...	...	1	...
Public. . . . .	1948	...	...	271	...	...	...
Cook Islands (N.Z.) . . . . .	1949	1 423	406	223	46	1	9
Fiji (U.K.) . . . . .	1952	350 *	325 *	24	11	1	...
French Oceania (Fr.) . . . . .	1950	214	...	4	...	...	...
Gilbert and Ellice Islands (U.K.) . . . . .	1952	226 <sup>32 6</sup>	...	190	...	1	...
Guam (U.S.) — Public . . . . .	1949	1 940 <sup>6</sup>	1 818 <sup>6</sup>	728	568	1	...
Hawaii (U.S.) — Public . . . . .	1952	363	149	36	...	1	...
New Caledonia (Fr.) . . . . .	1951	...	...	...	...	26	...
New Guinea (Austr.) . . . . .	"	114	6	115	—	2	...
Public. . . . .	"	...	...	...	...	24	...
Private . . . . .	"	...	...	...	...	...	...
Pacific Islands (U.S. Adm.) . . . . .	1951	266 <sup>8</sup>	36 <sup>6</sup>	101 <sup>34</sup>	14	1	...
Public. . . . .							



## PRIMARY SCHOOL TEACHERS IN SERVICE AND TRAINING (Contd.)

Country	Year	Primary teachers in service		Primary teachers in training		Institutions for teacher-training	
		Total	Female	Total	Female	Number of institutions	Teaching staff
Papua (Austr.) . . . . .	1951	...	...	...	...	37	...
Public . . . . .	»	36	4	27	—	1	...
Private . . . . .	»	...	...	...	...	36	...
Tonga (U.K.) . . . . .	1949	...	...	...	...	...	...
Western Samoa (N.Z. Adm.)	1950	1 387	...	50	...	...	...
U.S.S.R. . . . .	1949	1 500 000 <sup>5</sup>	...	212 001 <sup>8</sup>	...	1	6
						379	...

Note: In general the statistics of teachers in training refer to primary teachers and, where it is definitely known, figures including other groups are suitably footnoted. In some cases, however, it has not been possible to determine whether or not the trainees are exclusively destined for primary teaching and consequently the figures are published with the reservation that in some cases they may include other teachers. When possible statistics for public and private institutions are shown separately. In some cases, the figures reported are known to refer to public or private institutions only and are so annotated. If no classification "public" or "private" is shown the category is not certainly known though in by far the majority of cases the training is believed to be either publicly supported or at least publicly assisted and approved.

<sup>1</sup> Including teachers in kindergartens attached to girls' primary schools.

<sup>2</sup> Teachers in schools for Eritreans only.

<sup>3</sup> 1950.

<sup>4</sup> Students at Algiers receiving preparatory training.

<sup>5</sup> Including secondary schools.

<sup>6</sup> Including pre-primary education.

<sup>7</sup> Including 6 private schools.

<sup>8</sup> Both primary and secondary teachers-in-training.

<sup>9</sup> Including kindergartens but not including Koranic schools.

<sup>10</sup> 1944-1945.

<sup>11</sup> Secondary instruction and training for prospective teachers are given in the same institution called "escuelas secundarias y normalistas". The courses are identical for the first three years. During the 4th year special courses are taken with a view of obtaining the bachelor's diploma or that of teacher in primary or secondary education. In 1946, there were 3888 students in the first three years and 60 were trained as primary teachers.

<sup>12</sup> These are students in secondary normal schools who do not necessarily complete teacher training.

<sup>13</sup> 1951-1952.

<sup>14</sup> Including students in homecraft centre.

<sup>15</sup> In normal schools in metropolitan France.

<sup>16</sup> In Grenada.

<sup>17</sup> Excluding "Escuelas Normales" incorporated.

<sup>18</sup> In addition, there is one private school with an enrolment of 213 female students in 1946.

<sup>19</sup> In the "Normal Católico" only.

<sup>20</sup> 1947.

<sup>21</sup> Including students in short emergency courses.

<sup>22</sup> Including 6 courses for training teachers with an enrolment of 485 (64 F.).

<sup>23</sup> 46 Institutions: 7 Colleges, 39 Faculties. These institutions are state supported. They are chiefly concerned with training of teachers of lower secondary schools.

<sup>24</sup> There is one secondary school with 27 teachers providing general education, vocational and teacher training.

<sup>25</sup> Including 18 private schools.

<sup>26</sup> Not including staff of the three University Colleges.

<sup>27</sup> In addition, there were 26 "chargés de cours".

<sup>28</sup> In 1949-50, in the same number of institutions, there were 235 teachers.

<sup>29</sup> Including 11 6-month courses with an enrolment of 307 students.

<sup>30</sup> Not including "Escola Amato Lusitano" (private).

<sup>31</sup> Including Ceuta and Melilla. Figures apply only to Government schools. In addition, 19 811 (14 604 F.) masters teach in Government-aided schools.

<sup>32</sup> Gilbertese students train at the Teachers Training College, Fiji.

<sup>33</sup> 1949.

<sup>34</sup> The school has 4 sections: the School of Teacher Training, the School of Communications, the School of General Education and the School of Agriculture.

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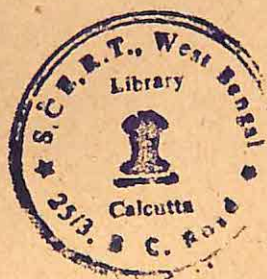
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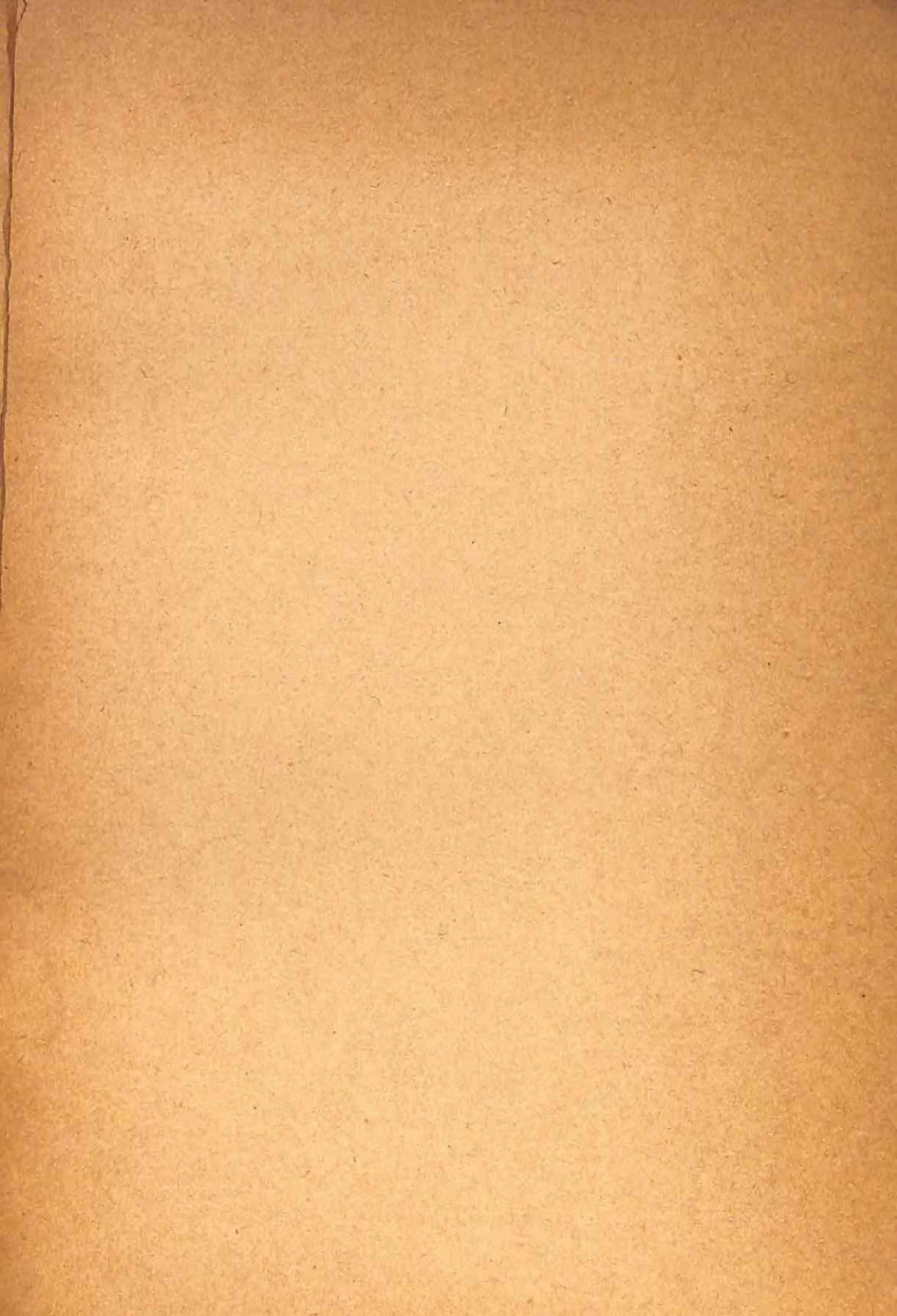
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